

Volusia County Schools

Orange City Elementary School



2018-19 School Improvement Plan

Orange City Elementary School

555 E UNIVERSITY AVE, Orange City, FL 32763

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Orange City Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

All students learn at Orange City School, where CPR – Cooperation, Pride, and Respect – brings us to life and helps us to do our best.

b. Provide the school's vision statement

Orange City Elementary... where hard work opens doors to a brighter tomorrow.

2. School Environment

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

Every student is encouraged to articulate a future goal for a career path. Teachers discuss with students on a regular basis and ask questions (i.e.): what do you want to be when you grow up? Classrooms include bulletin boards, student pictures, and career information.

Teachers also assist students with creating goals to improve on their academic and behavioral performance. Students and teachers consistently review and discuss student goals to see if they are being met. Goals are discussed at parent teacher conferences.

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

Teachers have supplemented duties before and after school to ensure that the campus is monitored. During school hours administrators are highly visible on campus and in classrooms to ensure that students have access to adults to express any concerns. All exits are monitored by administrators at dismissals and all students are walked by a teacher to their designated dismissal location. Safety patrols are stationed across campus before school and at dismissal. Parents are required to sign in at the front office and be properly identified before having access to the campus or any students. All visitors are registered through the RAPTOR Sign In System upon entering the campus.

c. 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

Implementation of school wide active listening visual for student self monitoring. Orange City Elementary has a school wide behavioral leadership team to brainstorm and create campus and classrooms behavioral norms. All teachers utilize Roadrunner Rules and the Essential 21 Norms. Within the rules, the High Five signal is explained. Positive Referrals are utilized school wide to allow individual students to receive recognition for positive behavior. Student conferences and lunch/after school detention are used to redirect negative behaviors. CHAMPS is utilized school wide in classrooms as well as the hallways, lunchroom, playground, etc.

d. 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 offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- D.A.R.E. Program
- Bullying Program
- Devereux Mentoring Program
- Suicide Prevention Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, counselors, school social workers, and behavior specialist) provide direct and indirect evidenced-based support to students identified through the screening measure.

Sanford Harmony is being utilized school wide to ensure all social-emotional needs are met for every student. This includes morning meets ups, conversation starters, and mini lessons on positive interactions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Student attendance below 90% is monitored by guidance.
 Students with one more more suspensions are monitored by teachers, administration and guidance.
 Students failing ELA or math during a grading period is monitored by the teachers as well as administration and the academic coach.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	5	2	6	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	9	8	11	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

SIPPS 3rd Grade
Standard Based Interventions K-5 for both math and ela.
Guidance

Teachers, Title I staff, ESE and ESOL teachers work to support EWS students to improve academic achievement. Tameka Harrison and Kristina Larsh are intervention teachers that are focusing on ELA providing services in the area of reading and writing. Tonya Akins is the math intervention teacher who provides services in math. Students in the lowest quartile are also supported with school based tutoring.

Guidance and administration monitor the EWS. Individual students needs are discussed during team planning and PLC meetings.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/649355>.

2. Description

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

2. 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

Orange City Elementary invites the community members and local business owners to attend school events. We intentionally encourage community members and business partners to participate on the School Advisory Council. We invite city officials to speak personally to students and parents and to participate in school celebrations. River Springs Middle School visits annually to speak to rising sixth graders concerning preparation for the middle school transition. Orange City Elementary administration and support staff effectively communicate the needs of our school community to stake holders and partners. In that way, we are able to secure needed resources to support student achievement. Dawn Torres, family center paraprofessional, helps to coordinate events for families and provide continuous support.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bynum, Charles	Principal
Morrison, Theresa	Instructional Coach
Kania, Kristina	Assistant Principal
Crawford, Crystal	Teacher, K-12
Sheehan, Phil	Teacher, K-12
Desmond, Ashley	Teacher, K-12
Bowen, Erin	Guidance Counselor
Sanders, Steven	Administrative Support

b. Duties

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

The Principal, Assistant Principal, Academic Coach, Team Leaders, PST Chair, School Psychologist, Guidance Counselor, Social Worker, Speech Pathologist work together and share responsibilities as a team to implement the MTSS and the SIP. 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.

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

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

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 Orange City Elementary include:

- *Parent liaison facilitates our parent involvement program
- *Reading and math Intervention teachers to provide interventions for students in need.
- *Supplemental Tutoring after school
- *Supplemental materials and supplies needed to close the achievement gap
- *Supplemental funds for ongoing staff development as determined by the results of FSA data
- *Parents to Kids workshops to teach literacy skills to parents so they can help their children become better readers.
- *Instructional technology to assist with closing the achievement gap.
- *Supplemental funds for quarterly professional learning communities

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

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.

SAI: The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Orange City Elementary utilizes these resources through the following: • Before/After School Tutoring in Math • Before/After School Tutoring in Reading • Science, Reading, and Math in the AM (SRMAM) Tutoring

Violence Prevention Programs: The school offers the following non-violence and anti-drug programs: • Student mentoring program • Crisis training program • Suicide prevention program • Bullying program and Do The Right Thing Program • Behavior Leadership Team (BLT) • DARE

Orange City Elementary offers a variety of nutrition programs including: • Free and Reduced Meal Plan • Wellness Policy School Plan • Health classes • Personal Fitness classes • Running Clubs

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Deanna Caputo	Parent
Phillipa Sheehan	Teacher
Charles Bynum	Principal
Christina Bader	Parent
Theresa Morrison	Teacher
Tameka Harrison	Teacher
Sara Kearney	Parent
Judy Raymond	Business/Community
Lacey Suits	Parent
Kristina Kania	Principal
Gaea Nunez	Parent
Rebecca Henderson	Parent
Kaitlyn Evans	Teacher
Kellie Haas	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council meets monthly and evaluates the needs of the students. They discuss ways to increase student achievement through the school improvement plan. The SAC committee planned dates to have the public give input on the school improvement plan. They used the input from the public to ensure that all students needs were met and they developed strategies to implement for the upcoming school year.

b. Development of this school improvement plan

The SAC committee reviews the data from the previous school year and helps to determine what barriers exist to prevent us from reaching targets. Strategies to implement that can help the school make progress. Public input is collected and shared before the School Improvement Plan is finalized.

c. Preparation of the school's annual budget and plan

The SAC committee reviews the the Title I budget monthly. SAC diligently utilizes funds that can assist in academic achievement. The implementation of the SIP will be a priority as requests are sent to the committee.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sanders, Steven	Instructional Media
Bynum, Charles	Principal
Morrison, Theresa	Instructional Coach
Kania, Kristina	Assistant Principal
Larsh, Kristina	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Increase the classroom teacher's understanding of the Florida Standards and implementation of effective instructional strategies.

Book Swap, Celebrate Literacy Week, Celebrity Readers, Book House, Literacy Night, FSA Bootcamp, twice a year Book Fair, after school ela tutoring

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Professional Learning Community schedule is determined for the year where grade levels meet weekly to discuss current data trends and create common assessments. Team leaders coordinate weekly team planning and teachers are encouraged to work cooperatively on data analysis and lesson planning.

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

New teacher "Roadrunner Rookies" meetings led by the academic coach and the administrators meet monthly during the year.

New teachers are also provided a mentor to assist them with questions and concerns. The mentor is someone that is not on their grade level team, and a teacher leader on campus.

Staff development opportunities (school wide, district, and individual) are led by the academic coach, administrators and/or team leaders.

Peer observations allow teachers to witness quality teaching in another classroom. Coaches and administrators organize, schedule observations and provide classroom coverage.

PLCs or Professional Learning Communities are established to assist teachers in growing professionally and utilizing/analyzing data in an effective and non threatening manner.

Local business partners provide materials or support to classroom projects and are organized through the business partner coordinator.

Administration, teachers, and academic coach participates in the job fair and recruitment activities annually.

Coaching cycles for select teachers on campus.

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

New teachers are assigned a mentor for their first and sometimes second year. The mentor teacher is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time academic coach provides additional support, model lessons in the classroom, provide professional development activities and use the coaching cycle to help improve the instructional practices of the teachers in the school. A PAR (Peer Assistance Review) teacher is assigned to each new teacher. The PAR assists and mentors the new teacher, or any teacher requesting the services of the PAR, to provide support and develop areas that need growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Orange City Elementary follows the modules and curriculum maps given by the county for core curriculum resources. We research options for supplemental instructional materials to ensure that all instructional materials are aligned to the Florida Standards. Teachers utilize CPALMS resources for curriculum and instructional planning. We align instruction and assessment with Florida Department of Education's item specification and assessment documents. PLC teams meet to carefully plan core instruction based on standards.

b. Instructional Strategies

1. 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

All intermediate FSA, SMT, and iReady data was disseminated to determine specific student intervention needs. Students not meeting proficiency standards were identified to meet in daily intervention groups targeting reading and math strands. Primary intervention students were identified

using county assessment data as well as classroom assessment data. Primary intervention groups also meet on a daily basis.

Classroom assessment data is used to determine small group reading and math instruction for all students. Groups are flexible and target specific student needs.

Implementation of the SIPPS program in K-2 primary classes focus on specific phonemic awareness and phonics standards. Students in 3rd who have not completed the mastery test for SIPPS are in SIPPS intervention until they finish the program and pass the mastery test. All students were assessed and grouped according to their specific need. Groups are flexible and homogeneous. The reading block in kindergarten through second grade includes forty minutes of targeted phonics instruction.

Early release professional development days are focused on classroom differentiation to maximize student potential.

2. 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: 1,920

iReady, FSA, and classroom assessments targeted students who will receive tutoring through the title 1 after school tutoring program. Students are selected based on need and receive direct support from a tutor (certified teacher) in a 6 to 1 ratio.

Strategy Rationale

Targeted to specific student needs within reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Morrison, Theresa, tjmorri1@volusia.k12.fl.us

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

Data is collected through research based teacher assessments. Classroom data can also be analyzed for growth as well as district assessments on achievement series.

Strategy: Summer Program

Minutes added to school year: 5,760

Targeted students receive 16 days of instruction in the CSI program or reading camp.

Strategy Rationale

Reading camp and CSI instruction 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

Bynum, Charles, cdbynum@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. 3rd grade portfolio assessments are used to monitor as well.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.
- 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.
- Orange City Elementary has a VPK unit to support kindergarten readiness.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If Orange City Elementary develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet student's individual needs and increase academic achievement.

Strategic Goals Detail

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

G1. If Orange City Elementary develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet student's individual needs and increase academic achievement. **1a**

G100349

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	52.0
ELA/Reading Gains	50.0
FSA Mathematics Achievement	52.0
Math Gains	50.0
Statewide Science Assessment Achievement	62.0
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	41.0

Targeted Barriers to Achieving the Goal **3**

- Limited knowledge and implementation
- Building teacher efficacy

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Administration
- Academic Coach
- District Support
- SAC Funding (Materials)
- Title 1 Funding
- Modules and Curriculum Maps
- Sanford Harmony
- Professional Learning

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

SIP Progress Monitoring

Person Responsible

Charles Bynum

Schedule

On 11/9/2018

Evidence of Completion

SLT Meeting minutes

Plan to Monitor Progress Toward G1. 8

Mid-year SIP Monitoring Meeting

Person Responsible

Charles Bynum

Schedule

On 2/8/2019

Evidence of Completion

Meeting Notes

Plan to Monitor Progress Toward G1. 8

Analyze FSA data

Person Responsible

Charles Bynum

Schedule

On 5/15/2019

Evidence of Completion

FSA data reports

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. If Orange City Elementary develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet student's individual needs and increase academic achievement. 1

G100349

G1.B1 Limited knowledge and implementation 2

B270456

G1.B1.S1 Professional Development 4

S286360

Strategy Rationale

Increase the percentage of teachers effectively implementing standards aligned instruction

Action Step 1 5

Staff will receive curriculum coaching from curriculum district specialists

Person Responsible

Theresa Morrison

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Outlook meeting request, debriefing summary,

Action Step 2 5

SLT and/or teacher will participate in learning walks

Person Responsible

Theresa Morrison

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observational tool created by administration and academic coach, teacher reflection

Action Step 3 5

School based ERPL (Rigorous common assessments, accountability lesson planning, and analyzing student data)

Person Responsible

Kristina Kania

Schedule

Quarterly, from 10/3/2018 to 4/17/2019

Evidence of Completion

agendas, sign in sheets, handouts

Action Step 4 5

Follow Up Coaching

Person Responsible

Theresa Morrison

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

coaching tools, VSET, informal classroom walkthroughs

Action Step 5 5

Social Emotional Learning through Sanford Harmony

Person Responsible

Erin Bowen

Schedule

On 8/9/2018

Evidence of Completion

Agenda, handouts, sign in sheets,

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

SLT will keep records of professional learning provided to teachers.

Person Responsible

Charles Bynum

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Sign in sheets, teacher reflection, lesson plans, walk throughs

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

Administration will complete VSET observations and walk-throughs and SLT will analyze student data

Person Responsible

Charles Bynum

Schedule

Quarterly, from 8/6/2018 to 5/31/2019

Evidence of Completion

VSET, Lesson plans, training records, sign-in sheets, student data

G1.B2 Building teacher efficacy 2

B270457

G1.B2.S1 Building Professional learning communities that foster teacher efficacy 4

S286361

Strategy Rationale

To ensure stakeholders are providing equity through the standards

Action Step 1 5

PLC Structure Implementation PD

Person Responsible

Theresa Morrison

Schedule

On 8/6/2018

Evidence of Completion

Handouts, sign in, agenda

Action Step 2 5

Building common planning for PLC based on grade level

Person Responsible

Charles Bynum

Schedule

Weekly, from 8/6/2018 to 5/24/2019

Evidence of Completion

PLC Minutes

Action Step 3 5

Implement a school-wide team planning structure (creating common assessments and analyzing data)

Person Responsible

Charles Bynum

Schedule

Weekly, from 8/21/2018 to 5/22/2019

Evidence of Completion

PLC Minutes

Action Step 4 5

Administration and Academic Coach participants in scheduled PLC

Person Responsible

Charles Bynum

Schedule

Weekly, from 8/22/2018 to 5/22/2019

Evidence of Completion

PLC Minutes, Sign in sheets

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

PLC Structure Implementation

Person Responsible

Charles Bynum

Schedule

Weekly, from 8/22/2018 to 5/22/2019

Evidence of Completion

Sign in sheets, PLC minutes

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

Analyzing common assessments including classroom and district assessment data

Person Responsible

Kristina Kania

Schedule

Quarterly, from 8/22/2018 to 5/31/2019

Evidence of Completion

Student learning gains, FSA data, common assessment data, district assessment data, PLC minutes

V. Professional Development Opportunities

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

G1. If Orange City Elementary develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet student's individual needs and increase academic achievement.

G1.B1 Limited knowledge and implementation

G1.B1.S1 Professional Development

PD Opportunity 1

Staff will receive curriculum coaching from curriculum district specialists

Facilitator

Admin, Academic Coach, Curriculum district specialists

Participants

SLT, Teachers K-5

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

PD Opportunity 2

SLT and/or teacher will participate in learning walks

Facilitator

Academic Coach and Administration

Participants

Teachers K-5

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

PD Opportunity 3

School based ERPL (Rigorous common assessments, accountability lesson planning, and analyzing student data)

Facilitator

Administration and academic coach

Participants

Teachers K-5

Schedule

Quarterly, from 10/3/2018 to 4/17/2019

PD Opportunity 4

Follow Up Coaching

Facilitator

Administration and Academic Coach

Participants

Teachers K-5, Academic Coach

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

PD Opportunity 5

Social Emotional Learning through Sanford Harmony

Facilitator

Sanford Harmony Consultant, School Counselor

Participants

Teachers K-5, ESE, ESOL, Intervention

Schedule

On 8/9/2018

G1.B2 Building teacher efficacy

G1.B2.S1 Building Professional learning communities that foster teacher efficacy

PD Opportunity 1

PLC Structure Implementation PD

Facilitator

Academic Coach

Participants

Teachers K-5

Schedule

On 8/6/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff will receive curriculum coaching from curriculum district specialists				\$181,693.41
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			4131 - Orange City Elementary School	Title I, Part A		\$10,346.00
<i>Notes: Professional Learning</i>						
			4131 - Orange City Elementary School	Title I, Part A		\$53,990.29
<i>Notes: Academic Coach</i>						
			4131 - Orange City Elementary School	Title I, Part A		\$117,357.12
<i>Notes: Reading Intervention Teachers</i>						
2	G1.B1.S1.A2	SLT and/or teacher will participate in learning walks				\$0.00
3	G1.B1.S1.A3	School based ERPL (Rigorous common assessments, accountability lesson planning, and analyzing student data)				\$0.00
4	G1.B1.S1.A4	Follow Up Coaching				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			4131 - Orange City Elementary School			\$2,000.00
<i>Notes: Ms. Osterman 1/2 day</i>						
5	G1.B1.S1.A5	Social Emotional Learning through Sanford Harmony				\$0.00
6	G1.B2.S1.A1	PLC Structure Implementation PD				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			4131 - Orange City Elementary School	Title I, Part A		\$2,000.00
<i>Notes: Materials</i>						
			4131 - Orange City Elementary School	Title I, Part A		\$1,400.00
<i>Notes: Thinking Maps training for new staff</i>						
7	G1.B2.S1.A2	Building common planning for PLC based on grade level				\$0.00
8	G1.B2.S1.A3	Implement a school-wide team planning structure (creating common assessments and analyzing data)				\$0.00
9	G1.B2.S1.A4	Administration and Academic Coach participants in scheduled PLC				\$0.00

Volusia - 4131 - Orange City Elementary School - 2018-19 SIP
Orange City Elementary School

	Total: \$187,093.41
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IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B2.S1.A1 A387523	PLC Structure Implementation PD	Morrison, Theresa	8/6/2018	Handouts, sign in, agenda	8/6/2018 one-time
G1.B1.S1.A5 A387541	Social Emotional Learning through Sanford Harmony	Bowen, Erin	8/9/2018	Agenda, handouts, sign in sheets,	8/9/2018 one-time
G1.MA1 M423206	SIP Progress Monitoring	Bynum, Charles	11/9/2018	SLT Meeting minutes	11/9/2018 one-time
G1.MA2 M423207	Mid-year SIP Monitoring Meeting	Bynum, Charles	2/8/2019	Meeting Notes	2/8/2019 one-time
G1.B1.S1.A3 A387521	School based ERPL (Rigorous common assessments, accountability lesson planning, and analyzing...	Kania, Kristina	10/3/2018	agendas, sign in sheets, handouts	4/17/2019 quarterly
G1.MA3 M423208	Analyze FSA data	Bynum, Charles	5/15/2019	FSA data reports	5/15/2019 one-time
G1.B2.S1.MA1 M423205	PLC Structure Implementation	Bynum, Charles	8/22/2018	Sign in sheets, PLC minutes	5/22/2019 weekly
G1.B2.S1.A3 A387525	Implement a school-wide team planning structure (creating common assessments and analyzing data)	Bynum, Charles	8/21/2018	PLC Minutes	5/22/2019 weekly
G1.B2.S1.A4 A387526	Administration and Academic Coach participants in scheduled PLC	Bynum, Charles	8/22/2018	PLC Minutes, Sign in sheets	5/22/2019 weekly
G1.B2.S1.A2 A387524	Building common planning for PLC based on grade level	Bynum, Charles	8/6/2018	PLC Minutes	5/24/2019 weekly
G1.B1.S1.MA1 M423202	Administration will complete VSET observations and walk-throughs and SLT will analyze student data	Bynum, Charles	8/6/2018	VSET, Lesson plans, training records, sign-in sheets, student data	5/31/2019 quarterly
G1.B1.S1.MA1 M423203	SLT will keep records of professional learning provided to teachers.	Bynum, Charles	8/6/2018	Sign in sheets, teacher reflection, lesson plans, walk throughs	5/31/2019 monthly
G1.B1.S1.A1 A387519	Staff will receive curriculum coaching from curriculum district specialists	Morrison, Theresa	8/13/2018	Outlook meeting request, debriefing summary,	5/31/2019 quarterly
G1.B1.S1.A2 A387520	SLT and/or teacher will participate in learning walks	Morrison, Theresa	8/13/2018	Observational tool created by administration and academic coach, teacher reflection	5/31/2019 semiannually
G1.B1.S1.A4 A387522	Follow Up Coaching	Morrison, Theresa	8/13/2018	coaching tools, VSET, informal classroom walkthroughs	5/31/2019 biweekly
G1.B2.S1.MA1 M423204	Analyzing common assessments including classroom and district assessment data	Kania, Kristina	8/22/2018	Student learning gains, FSA data, common assessment data, district assessment data, PLC minutes	5/31/2019 quarterly