

Volusia County Schools

Ortona Elementary School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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.

2017-18 DA Category and Statuses for Ortona Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	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

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.

b. 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.

2. School Environment

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

Through collaboration among classroom teachers, the guidance counselor, and administration students are welcomed to Ortona Elementary. Classroom teachers conduct interest inventories and team-building activities. The counselor visits all classrooms and meets with individual students. 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. If a staff member is not available that speaks the native language of the parent, the ELL Contact makes arrangements with the district office for a translator when necessary. Title I and PTA-sponsored events provide additional opportunities for students and staff to build positive relationships. Events are scheduled monthly.

b. 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. Additionally, our guidance counselor engages the students in a "bully proofing" program at every grade level. There is an "anti-bullying box" in the main office where students can place concerns anonymously. The guidance counselor also provides peer mediation and connects students with mentors.

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

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

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 guidance counselor has incorporated approved volunteers to serve as mentors to identified at-risk students. The guidance counselor sees all classes through the special area rotation or individual guidance classes. The guidance counselor facilitates specific groups that have an impact on family dynamics. These groups may include, but are not limited to, topics such as social skills, divorce, and anger management.

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

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 FSA Reading and/or Math Level from prior school year (Level 1)

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	1	2	4	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	2	2	0	0	0	0	0	0	0	5
YTD Referrals	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Previous Retention	0	0	0	1	2	2	0	0	0	0	0	0	0	5

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	1	2	4	0	0	0	0	0	0	0	7

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

One of the first steps is to initiate parent contact. It would then be determined what academic/behavioral interventions or plan of action would need to be implemented. To increase academic achievement, some of the strategies would include increased and 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 demonstrate low performance on the Volusia Literacy Test (VLT) and Volusia Mathematics Test (VMT), and STAR tutoring will target students that demonstrate very low scores on these assessments. Data from the VLTs and VMTs is reviewed by school personnel to generate and distribute a list of targeted candidates for tutoring. 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.

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/443757>.

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

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 assessment data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

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
Kuftic, Jennifer	Teacher, K-12
Adkins, Shantell	Principal
Lyons, Debbie	Instructional Coach
Speidel, Teresa	Teacher, K-12
Murphy, Tiffani	Teacher, K-12

b. Duties

1. 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.

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 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 RtI 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Teresa Speidel	Teacher
Shantell Adkins	Principal
Dawn DeJesus	Parent
Jennifer Surgent	Parent
Michael Mitchell	Parent
Korey Grube	Teacher

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

SAC reviewed the 2016-2017 School Improvement Plan goals as well as state assessment data from 2016-2017 at the August 2017 meeting.

b. Development of this school improvement plan

During the September 2015 SAC meeting, the committee discussed state assessment data and school performance from the 2015-2016 school year. The committee discussed where we met our goals and where we did not. The SAC committee also reviewed and discussed the goal and action plan for 2016-2017 developed during the summer leadership institute. SAC committee members gave input about the goals, targets, and action plan for the 2016-2017 school year.

c. 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.

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

SAC School Improvement Funds were used to support faculty in the areas of professional development and materials.

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
Adkins, Shantell	Principal
Speidel, Teresa	Assistant Principal
Goldstein, Yvonne	Instructional Media
Kuftic, Jennifer	Teacher, K-12

b. Duties

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

The major initiative of the LLT this year will be to increase student performance in all academic areas by increasing the teachers' active participation in professional development and effective implementation of learned strategies with fidelity, particularly in regard to professional development on the instructional shifts and the standards. This will be done through teacher professional development and in-classroom coaching sessions and observations.

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

The school utilizes designated PLC time for the grade level teams to plan instruction and intervention, 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 sites professional learning opportunities.

2. 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)
2. Leadership Opportunities
3. Professional Development
4. Participation in District Job Fair and Recruitment Activities

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

New teachers participate in the district teacher induction program, E3 (Empowering Educators for Excellence). New teachers are supported at the school level by a mentor teacher and administrator, and core teachers are provided with a district PAR teacher for support.

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

Through the use of district-adopted materials and close adherence to content area curriculum maps and modules, the school will ensure that the instructional programs are aligned to Florida's 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

The school uses individual student and grade-level data to drive classroom instruction. PLCs meet weekly to review student data and plan instruction accordingly. Instructional delivery is modified to meet the needs of ESE or ELL students and ensure students receive their accommodations. Remediation and enrichment activities are provided in reading and math through an additional 40 minutes daily of classroom-based intervention, as well as by a Title 1 funded part-time Intervention teacher.

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: 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 FSA 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

The district developed and funded summer programs assist with increasing knowledge base and decreasing academic regression.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@volusia.k12.fl.us

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.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in K-5 receive an additional reading instruction during the Plus One hour. Students in K-2 receive instruction using SIPPS, and students in grades 3-5 receive instruction with the Making Meaning program.

Strategy Rationale

The Plus One hour is designated to increase student achievement in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@volusia.k12.fl.us

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

District and state assessments

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.
- 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.

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 Ortona Elementary implements standards-aligned instruction based with a deeper understanding of the progression of standards, then student achievement will increase.

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 Ortona Elementary implements standards-aligned instruction based with a deeper understanding of the progression of standards, then student achievement will increase. **1a**

G091968

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	60.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement	60.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge of the Florida Standards
- Lack of teacher knowledge on how to use instructional technology
- Lack of effective PLCs

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

- Curriculum and district specialists Curriculum maps and modules Technology (iPads and computers) Time - PLC time built into master schedule Academic Coach Full-time Intervention Teacher Parent Liaison Title I and Title II funding Teacher experience; cadre members/SLT Established time for professional learning

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

SIP Progress Monitoring Meeting

Person Responsible

Shantell Adkins

Schedule

On 10/31/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

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

SIP Mid-Year Review

Person Responsible

Shantell Adkins

Schedule

On 2/14/2018

Evidence of Completion

Mid-year review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Shantell Adkins

Schedule

On 7/11/2018

Evidence of Completion

STEP Zero for 2017-2018 SIP

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Ortona Elementary implements standards-aligned instruction based with a deeper understanding of the progression of standards, then student achievement will increase. 1

G091968

G1.B4 Lack of knowledge of the Florida Standards 2

B246208

G1.B4.S1 Provide professional learning on the Florida Standards 4

S261756

Strategy Rationale

Increase the percentage of teachers effectively implementing the standards.

Action Step 1 5

Survey teacher knowledge of standards and instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth.

Person Responsible

Teresa Speidel

Schedule

On 8/11/2017

Evidence of Completion

Survey responses and developed Professional Learning Plan

Action Step 2 5

All teachers will participate in the Volusia County Schools and school-based professional learning plan (Pre-planning, Professional Learning Day, 4 regional and 4 school-based ERPLs, and in-school professional learning).

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/8/2017 to 5/11/2018

Evidence of Completion

sign-in sheets

Action Step 3 5

Provide additional support for collaboration and planning during PLCs.

Person Responsible

Debbie Lyons

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Action Step 4 5

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Shantell Adkins

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, data walks

Action Step 5 5

Monitor and provide feedback and coaching as needed after each professional learning activity.

Person Responsible

Shantell Adkins

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data collection results

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review professional learning attendance

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/1/2017 to 5/3/2018

Evidence of Completion

MyPGS report, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Coach provides follow up support to ensure implementation of the standards

Person Responsible

Debbie Lyons

Schedule

Weekly, from 8/18/2017 to 6/1/2018

Evidence of Completion

Coaching plan and notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators conduct data walks

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data collection results and faculty meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Determine status towards completing actions steps during monthly SLT meeting

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/11/2017 to 6/1/2018

Evidence of Completion

SLT minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Analyze collected data and discuss the impact of the professional learning plan at monthly SLT meetings

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/11/2017 to 6/1/2018

Evidence of Completion

Monthly data walks, observational notes, less plans, VxT data, SLT minutes

G1.B6 Lack of teacher knowledge on how to use instructional technology **2**

 B248403

G1.B6.S1 Provide professional learning and coaching on effectively integrating technology into instruction. **4**

 S261830

Strategy Rationale

Increase student engagement and differentiate instruction to meet individual student needs

Action Step 1 **5**

Use a survey to identify teacher knowledge, skills and needs integrating technology in instruction and develop professional learning opportunities to support growth.

Person Responsible

Teresa Speidel

Schedule

On 9/4/2017

Evidence of Completion

survey results, technology professional learning plan

Action Step 2 **5**

Teachers participate in professional learning for using technology in the classroom.

Person Responsible

Teresa Speidel

Schedule

Quarterly, from 9/20/2017 to 12/6/2017

Evidence of Completion

PL sign-in sheet

Action Step 3 5

Implement the knowledge and skills used during professional learning.

Person Responsible

Shantell Adkins

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

Lesson plans, observational notes

Action Step 4 5

Monitor and provide feedback and coaching as needed.

Person Responsible

Teresa Speidel

Schedule

Biweekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Data collection results

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Track survey responses to determine completion.

Person Responsible

Teresa Speidel

Schedule

On 9/11/2017

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Review attendance for ERPL and other professional learning opportunities.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/21/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Coach, DLT, and PLL provide follow up support as needed.

Person Responsible

Teresa Speidel

Schedule

Biweekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Notes

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Determine status towards completing action steps during monthly SLT meetings.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

SLT meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Analyze collected data and discuss the impact of the professional learning plan for instructional technology at monthly SLT meetings.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

SLT meeting agenda and minutes

G1.B7 Lack of effective PLCs 2

B248404

G1.B7.S1 Develop and implement effective PLCs 4

S261822

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 5

Provide professional learning on the District PLC Rubrics and use the rubric to assess needs.

Person Responsible

Debbie Lyons

Schedule

On 9/4/2017

Evidence of Completion

sign-in sheet and completed rubric self-assessment

Action Step 2 5

Provide professional learning on developing successful PLCs.

Person Responsible

Debbie Lyons

Schedule

On 9/25/2017

Evidence of Completion

Sign-in sheet

Action Step 3 5

Observe PLC teams in action and provide feedback using the PLC rubric.

Person Responsible

Debbie Lyons

Schedule

Monthly, from 9/27/2017 to 6/1/2018

Evidence of Completion

PLC Rubric data

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Determine status towards completing actions steps during monthly SLT meetings.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/8/2017 to 6/1/2018

Evidence of Completion

SLT meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric.

Person Responsible

Shantell Adkins

Schedule

On 6/1/2018

Evidence of Completion

PLC Rubric Data and SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.A1 A345284	Survey teacher knowledge of standards and instructional shifts in ELA and Math and analyze the data...	Speidel, Teresa	8/8/2017	Survey responses and developed Professional Learning Plan	8/11/2017 one-time
G1.B7.S1.A1 A345431	Provide professional learning on the District PLC Rubrics and use the rubric to assess needs.	Lyons, Debbie	9/4/2017	sign-in sheet and completed rubric self-assessment	9/4/2017 one-time
G1.B6.S1.A1 A345464	Use a survey to identify teacher knowledge, skills and needs integrating technology in instruction...	Speidel, Teresa	9/4/2017	survey results, technology professional learning plan	9/4/2017 one-time
G1.B6.S1.MA1 M366825	Track survey responses to determine completion.	Speidel, Teresa	9/11/2017	Survey results	9/11/2017 one-time
G1.B7.S1.A2 A345432	Provide professional learning on developing successful PLCs.	Lyons, Debbie	9/25/2017	Sign-in sheet	9/25/2017 one-time
G1.MA1 M361667	SIP Progress Monitoring Meeting	Adkins, Shantell	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.B6.S1.A2 A345465	Teachers participate in professional learning for using technology in the classroom.	Speidel, Teresa	9/20/2017	PL sign-in sheet	12/6/2017 quarterly
G1.MA2 M361668	SIP Mid-Year Review	Adkins, Shantell	2/14/2018	Mid-year review in CIMS	2/14/2018 one-time
G1.B4.S1.MA1 M366761	Review professional learning attendance	Adkins, Shantell	9/1/2017	MyPGS report, sign-in sheets	5/3/2018 monthly
G1.B4.S1.A2 A345285	All teachers will participate in the Volusia County Schools and school-based professional learning...	Adkins, Shantell	8/8/2017	sign-in sheets	5/11/2018 monthly
G1.B4.S1.MA3 M366763	Administrators conduct data walks	Adkins, Shantell	9/4/2017	Data collection results and faculty meeting minutes	5/31/2018 monthly
G1.B7.S1.MA1 M366781	Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric.	Adkins, Shantell	9/18/2017	PLC Rubric Data and SLT minutes	6/1/2018 one-time
G1.B4.S1.A5 A345424	Monitor and provide feedback and coaching as needed after each professional learning activity.	Adkins, Shantell	8/28/2017	Data collection results	6/1/2018 biweekly
G1.B4.S1.A4 A345423	Implement the knowledge and skills learned during each professional learning session.	Adkins, Shantell	8/21/2017	Lesson plans, data walks	6/1/2018 daily
G1.B7.S1.MA1 M366779	Determine status towards completing actions steps during monthly SLT meetings.	Adkins, Shantell	9/8/2017	SLT meeting agenda and minutes	6/1/2018 monthly
G1.B4.S1.A3 A345328	Provide additional support for collaboration and planning during PLCs.	Lyons, Debbie	8/10/2017	PLC minutes	6/1/2018 weekly
G1.B4.S1.MA4 M366764	Determine status towards completing actions steps during monthly SLT meeting	Adkins, Shantell	8/11/2017	SLT minutes	6/1/2018 monthly
G1.B7.S1.A3 A345433	Observe PLC teams in action and provide feedback using the PLC rubric.	Lyons, Debbie	9/27/2017	PLC Rubric data	6/1/2018 monthly
G1.B6.S1.MA1 M366852	Analyze collected data and discuss the impact of the professional learning plan for instructional...	Adkins, Shantell	9/25/2017	SLT meeting agenda and minutes	6/1/2018 monthly
G1.B6.S1.A3 A345468	Implement the knowledge and skills used during professional learning.	Adkins, Shantell	9/25/2017	Lesson plans, observational notes	6/1/2018 daily

Volusia - 4334 - Ortona Elementary School - 2017-18 SIP
Ortona Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA2 M366826	Review attendance for ERPL and other professional learning opportunities.	Adkins, Shantell	9/21/2017	Sign-in sheets	6/1/2018 monthly
G1.B6.S1.MA3 M366827	Coach, DLTL, and PLL provide follow up support as needed.	Speidel, Teresa	9/25/2017	Notes	6/1/2018 biweekly
G1.B6.S1.MA4 M366850	Determine status towards completing action steps during monthly SLT meetings.	Adkins, Shantell	9/25/2017	SLT meeting agenda and minutes	6/1/2018 monthly
G1.B4.S1.MA1 M366768	Analyze collected data and discuss the impact of the professional learning plan at monthly SLT...	Adkins, Shantell	8/11/2017	Monthly data walks, observational notes, less plans, VxT data, SLT minutes	6/1/2018 monthly
G1.B6.S1.A4 A345473	Monitor and provide feedback and coaching as needed.	Speidel, Teresa	9/25/2017	Data collection results	6/1/2018 biweekly
G1.B4.S1.MA2 M366762	Coach provides follow up support to ensure implementation of the standards	Lyons, Debbie	8/18/2017	Coaching plan and notes	6/1/2018 weekly
G1.MA3 M361669	State Assessment Results	Adkins, Shantell	5/25/2018	STEP Zero for 2017-2018 SIP	7/11/2018 one-time

V. Professional Development Opportunities

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

G1. If Ortona Elementary implements standards-aligned instruction based with a deeper understanding of the progression of standards, then student achievement will increase.

G1.B4 Lack of knowledge of the Florida Standards

G1.B4.S1 Provide professional learning on the Florida Standards

PD Opportunity 1

All teachers will participate in the Volusia County Schools and school-based professional learning plan (Pre-planning, Professional Learning Day, 4 regional and 4 school-based ERPLs, and in-school professional learning).

Facilitator

District staff, teacher leaders

Participants

Faculty

Schedule

Monthly, from 8/8/2017 to 5/11/2018

PD Opportunity 2

Provide additional support for collaboration and planning during PLCs.

Facilitator

District staff, coach, teacher leaders

Participants

PLC participants

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G1.B6 Lack of teacher knowledge on how to use instructional technology

G1.B6.S1 Provide professional learning and coaching on effectively integrating technology into instruction.

PD Opportunity 1

Teachers participate in professional learning for using technology in the classroom.

Facilitator

District staff

Participants

Faculty

Schedule

Quarterly, from 9/20/2017 to 12/6/2017

G1.B7 Lack of effective PLCs

G1.B7.S1 Develop and implement effective PLCs

PD Opportunity 1

Provide professional learning on the District PLC Rubrics and use the rubric to assess needs.

Facilitator

Debbie Lyons and Teresa Speidel

Participants

Faculty

Schedule

On 9/4/2017

PD Opportunity 2

Provide professional learning on developing successful PLCs.

Facilitator

Debbie Lyons

Participants

Faculty

Schedule

On 9/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Survey teacher knowledge of standards and instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth.	\$0.00
2	G1.B4.S1.A2	All teachers will participate in the Volusia County Schools and school-based professional learning plan (Pre-planning, Professional Learning Day, 4 regional and 4 school-based ERPLs, and in-school professional learning).	\$0.00
3	G1.B4.S1.A3	Provide additional support for collaboration and planning during PLCs.	\$0.00
4	G1.B4.S1.A4	Implement the knowledge and skills learned during each professional learning session.	\$0.00
5	G1.B4.S1.A5	Monitor and provide feedback and coaching as needed after each professional learning activity.	\$0.00
6	G1.B6.S1.A1	Use a survey to identify teacher knowledge, skills and needs integrating technology in instruction and develop professional learning opportunities to support growth.	\$0.00
7	G1.B6.S1.A2	Teachers participate in professional learning for using technology in the classroom.	\$0.00
8	G1.B6.S1.A3	Implement the knowledge and skills used during professional learning.	\$0.00
9	G1.B6.S1.A4	Monitor and provide feedback and coaching as needed.	\$0.00
10	G1.B7.S1.A1	Provide professional learning on the District PLC Rubrics and use the rubric to assess needs.	\$0.00
11	G1.B7.S1.A2	Provide professional learning on developing successful PLCs.	\$0.00
12	G1.B7.S1.A3	Observe PLC teams in action and provide feedback using the PLC rubric.	\$0.00
Total:			\$0.00