

The School District of Lee County

Orange River Elementary School



2015-16 School Improvement Plan

Orange River Elementary School

4501 UNDERWOOD DR, Fort Myers, FL 33905

<http://ore.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	87%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

**Preliminary 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 Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Orange River Elementary's mission is to empower and motivate students to be lifetime learners while promoting high achievement and success through a love of learning.

Provide the school's vision statement

"Success for All"

School Environment

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

Teachers in every classroom build relationships with the students that are assigned to their classrooms through class building and team building activities and school planners that allows for daily communication between the home and the teachers.

The school sends all notes home in English and Spanish and Creole as necessary to meet the needs of the students' home language.

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

The school provides a before and after-school program and is a Positive Behavior Support System School. Rules and Procedures are posted throughout the school building and all staff is given professional development for successful implementation. After school clubs are available for students such as honor choir, Tiger Beat, the walking club, and we also have Safety Patrols. Students are consistently recognized for positive behavior with school "Tiger Bucks", and positive notes.

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

Clear expectations are in place using the Positive Behavior Support Model. At Orange River Elementary we "ROAR" R= Respect Each Other, O=Obey all rules, A=Achieve our Goals and R= Remember to do our Best.

This is reviewed every day with students on the morning news and throughout the classrooms.

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

Orange River ensures that the social-emotional needs of all students are being met through the school's counselor, school psychologist, behavior specialist, teachers, social worker, and through the MTSS processes.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

50% of our parents will attend all grade level curriculum nights provided by the school as noted by the Parent Involvement agenda and school calendar.

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 River has an ongoing partnership with several local communities and businesses. These organizations provide countless hours of volunteer services working directly with the students. They have also supported our school through donations of supplies, materials, and through financial donations.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Manzi, Karen	Principal
Misewicz, Jennifer	Assistant Principal
Bumm, Stephanie	Instructional Coach
Fisher, Cindy	Instructional Coach
Ketron, April	Administrative Support
Madigan, Jennifer	Teacher, K-12
Scott, Lynne	Administrative Support

Duties

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

The roles of each member are as follows:

Classroom Teacher:

- Keeps on going progress monitoring notes in a MTSS folder (curriculum assessments, STAR/STAR EL, Fluency,work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attends MTSS Team meetings to collaborate on & monitor students who are struggling, and implements interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotal of interventions implemented,
- Administer screenings, and collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist:

- Attends MTSS Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assists with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal:

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process,
- Conduct classroom Walk-Throughs to monitor fidelity

School Counselor/Curriculum Specialist:

- Facilitators of MTSS Team, schedule and attend MTSS Team meetings
- Maintains log of all students involved in the MTSS process, send parent invites, complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist:

- Attends MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity, review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist:

- Consults with MTSS Team regarding Tier 3 interventions and incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team and provide staff trainings

Social Worker:

- Attend MTSS Team meetings when requested and conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative:

- Attends all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork, conduct language screenings and assessments and provide ELL interventions at all tiers

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 MTSS Leadership Team at Orange River Elementary meets monthly to analyze student progress data for students receiving MTSS interventions and the need to continue or implement new intervention strategies.

The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.

Title I Funds provide the following services to Orange River Elementary:

Instructional Staff

Paraprofessionals (ESOL)

Parent Involvement Specialists

Resource/Coaches

Supplies/Materials

Supplemental Contracts for PD

Trainers to train staff

Title III Funds provide the following services to Orange River Elementary:

Additional Technology Licenses for ELL programs/other instructional materials

SAI Funds provide:

Additional Support Staff/Instructional Staff

Head Start

Health:

Fresh Fruits and Vegetables Program (grant)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karen Manzi	Principal
Vickie Godfrey	Parent
Teri Warren	Parent
Jorge Camarillo	Parent
Melissa Roque	Education Support Employee
Emma Lozano	Parent
Kristie Kennedy	Parent
Bob Misewicz	Business/Community
Fred Morando	Business/Community
Christine Crespo	Parent
Heidy Gaona	Parent
Mildred Godinez	Parent
Juan Evlalia	Parent
Vikki Gandolfo	Parent
Willie Robinosn	Parent
Lynne Scott	Teacher
Kathy Salazar	Parent
Yolanda Garcia	Parent
Marty Neubert	Business/Community
Andrea Villar	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviewed the School Improvement Plan from 2014-2-15 at the first SAC meeting of the year.

Development of this school improvement plan

1. The SAC Committee brainstormed goals and barriers to reaching goals.
2. The SAC Committee assisted with the development of the Strategies and Action Plans presented in the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC committee reviewed the school's annual budget and plan and gave input.

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

Funds will be used to provide materials to teachers or school that are aligned to the School Improvement Goals.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Manzi, Karen	Principal
Fisher, Cindy	Instructional Coach
Ketron, April	Other
Bumm, Stephanie	Instructional Coach
Misewicz, Jennifer	Assistant Principal
Scott, Lynne	Instructional Coach
Madigan, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The implementation of an effective and rigorous integrated literacy block in all classrooms.

Effective use of the Accelerated Reader program to promote independent reading, reading fluency and comprehension of fiction and non-fiction text. In addition, the LLT promotes reading of the Sunshine State Reader's Club.

Implementation of content and language objectives for all language arts standards taught.

Public and Collaborative Teaching

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

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

Common planning time has been incorporated into the master schedule allowing teachers to plan collaboratively.

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

TIF Teacher Leaders give non-evaluative help, coaching and model effective instructional strategies to all teachers at Orange River Elementary. Professional Development will be provided throughout the year that will define the Domains 1-4 in the Teacher Evaluation piece. Their goal is to reach every teacher to help them rate Highly Effective on their Final Evaluation from administration. Weekly PLC meetings provide a collaborative culture that has been proven to retain teachers.

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

Orange River Elementary has several teachers throughout the grade levels who have taken the Clinical Ed Training for APPLES program and college internships. The teacher-mentor pairs were created based upon the peer teachers' prior knowledge of the grade level requirements and curriculum. The pairings are: 1) Megan Happell and Lynne Scott (peer teacher) The Assistant Principal will meet with the APPLES teachers and their mentors on a regular basis regarding their evaluations necessary to complete the first year teacher program. Pre and post interviews will be conducted with administration for evaluation and continued improvement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Curriculum Team has designed an academic calendar based on the Florida Standards. In addition, the curriculum team has designed school-wide assessments ELA assessments using backwards design. All curriculum materials are used to instruct to the FI. Standards.

Instructional Strategies

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

A 40 minute planned intervention time has been worked into the master schedule. During the common planning time, teachers analyze the data from the common assessments to determine which students have/have not mastered the skills assessed. Once the data has been analyzed, the teachers work cooperatively to plan effective intervention lessons that meet the individual needs of all the grade level students.

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: Extended School Day

Minutes added to school year: 5,400

Students will be instructed in reading/language arts an additional 30 minutes each day.

Strategy Rationale

Additional instructional time in reading/language arts will result in increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Manzi, Karen, karencm@leeschools.net

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

Formative assessments will be used to assess the skills taught/retought during intervention time. Teachers will review previous week's Intervention plans during weekly PLC's to determine if mastery has been met.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All Kindergarten students are assessed prior to or upon entering within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Data will be used to performance group students, plan daily academic and social/ emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

College and Career Readiness

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

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE standards tracker during FY16 as documented by professional learning community minutes
- G2.** In 2015-2016, Orange River Elementary will increase student learning gains on the STAR from 52% to 55% by March 2016.
- G3.** Teacher engagement will increase at least .2% as measured by the FY 16 Gallup Teacher engagement Survey for Q4.
- G4.** Student achievement will increase school wide

Strategic Goals Detail

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

G1. 100% of core subject area teachers will track standards and progress monitor through the CASTLE standards tracker during FY16 as documented by professional learning community minutes **1a**

 G074117

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

- There is an additional learning curve for teachers in use of CASTLE software

G2. In 2015-2016, Orange River Elementary will increase student learning gains on the STAR from 52% to 55% by March 2016. 1a

G074118

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Students need more academic vocabulary

Plan to Monitor Progress Toward G2. 8

Reports generated from STAR

Person Responsible

Karen Manzi

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student STAR Data Results

G3. Teacher engagement will increase at least .2% as measured by the FY 16 Gallup Teacher engagement Survey for Q4. 1a

G074119

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	0.2

Resources Available to Support the Goal 2

- Positive Referrals for Teachers

Targeted Barriers to Achieving the Goal 3

- How teachers perceive meaningful recognition by administration

Plan to Monitor Progress Toward G3. 8

Survey of teacher satisfaction

Person Responsible

Karen Manzi

Schedule

On 1/22/2016

Evidence of Completion

Survey results

G4. Student achievement will increase school wide 1a

G074120

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - ELL	59.0
AMO Reading - African American	57.0
AMO Reading - ED	69.0
AMO Reading - Hispanic	69.0
AMO Reading - SWD	62.0
AMO Reading - White	78.0
AMO Math - All Students	67.0
AMO Math - African American	59.0
AMO Math - ED	66.0
AMO Math - ELL	58.0
AMO Math - SWD	57.0
AMO Math - White	74.0
FCAT 2.0 Science Proficiency	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
Math Gains	
Math Lowest 25% Gains	

Resources Available to Support the Goal 2

- Reading Coaches
- Teacher Leaders
- Literacy Team
- Weekly Professional Development
- Abundance of Curriculum
- Paraprofessionals
- Technology Programs that reinforce reading strategies
- Professional Learning Communities
- Common Assessments
- District ESOL Specialists

Targeted Barriers to Achieving the Goal 3

- Many teachers need professional development in effective instructional strategies to address ELL students
- Many students need an increased amount of instruction to master academic vocabulary
- Teachers need to plan for effective interventions based on individual standards
- Teachers need assistance in aligning instruction to new Florida Standards

Plan to Monitor Progress Toward G4. 8

Student performance data in ELA, Math, Science and Social Studies

Person Responsible

Karen Manzi

Schedule

Monthly, from 9/3/2014 to 6/10/2016

Evidence of Completion

STAR reports; Chapter Test results; Performance Matters student data reports; school based assessment data, and Florida State Assessment Results, ESOL Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% of core subject area teachers will track standards and progress monitor through the CASTLE standards tracker during FY16 as documented by professional learning community minutes **1**

 G074117

G1.B1 There is an additional learning curve for teachers in use of CASTLE software **2**

 B193503

G1.B1.S1 Professional Development in the use of CASTLE **4**

 S205047

Strategy Rationale

Action Step 1 **5**

Professional Development in the use of CASTLE Tracking

Person Responsible

Karen Manzi

Schedule

On 6/10/2016

Evidence of Completion

In-service records

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

Use CASTLE Standards tracker to plan for student interventions

Person Responsible

Jennifer Misewicz

Schedule

On 6/10/2016

Evidence of Completion

Intervention Plans developed during PLC

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

Quarterly PLC meetings attended by administration

Person Responsible

Karen Manzi

Schedule

On 6/10/2016

Evidence of Completion

PLC meeting minutes

G2. In 2015-2016, Orange River Elementary will increase student learning gains on the STAR from 52% to 55% by March 2016. 1

G074118

G2.B1 Students need more academic vocabulary 2

B193504

G2.B1.S1 Vocabulary classes K-3 4

S205048

Strategy Rationale

Action Step 1 5

Schedule Vocabulary Classes that teach students science and social studies content area vocabulary

Person Responsible

Jennifer Misewicz

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Master Schedule

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

Lesson Plans and Observations

Person Responsible

Karen Manzi

Schedule

Every 3 Weeks, from 11/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans and Observations

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

STAR Data, ELA school based assessments

Person Responsible

Jennifer Misewicz

Schedule

Quarterly, from 8/18/2014 to 6/10/2016

Evidence of Completion

Results from the STAR, school based ELA assessments, Castle reports

G2.B1.S3 Professional Development for teachers in how to instruct English Language Learners [copy]

4

 S205050

Strategy Rationale

Action Step 1 5

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/4/2014 to 6/10/2016

Evidence of Completion

Inservice Records

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will check lesson plans and will conduct classroom walk-throughs weekly

Person Responsible

Karen Manzi

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans using SIOP template. Language Objectives written in all ELA Lesson Plans and posted in the room along with sentence frames. In addition, teachers will refer to objective when instructing students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers will receive bi-weekly Professional Development in the SIOP model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

STAR results, Reading Assessments, Quarterly SIOP Lesson Study by grade level

G3. Teacher engagement will increase at least .2% as measured by the FY 16 Gallup Teacher engagement Survey for Q4. 1

G074119

G3.B1 How teachers perceive meaningful recognition by administration 2

B193505

G3.B1.S1 Administration will acknowledge teacher success with the use of a written "Teacher Positive Referral" 4

S205051

Strategy Rationale

This acknowledgement will boost morale and teacher engagement within the school

Action Step 1 5

Administration will write positive referrals to teachers at a minimum of once each semester to increase engagement.

Person Responsible

Karen Manzi

Schedule

Quarterly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Student engagement will increase, as teacher engagement increases

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

A checklist will be kept to make sure all teachers are included throughout the year.

Person Responsible

Lynne Scott

Schedule

Evidence of Completion

Checklist of teachers that have receive positive referrals

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Informal survey

Person Responsible

Cindy Fisher

Schedule

Triannually, from 10/16/2015 to 6/10/2016

Evidence of Completion

Results of survey monkey

G3.B1.S2 Administration will begin all staff meetings by publicly recognizing a minimum of two teachers for a job well done 4

 S205052

Strategy Rationale

This acknowledgement will boost morale and teacher engagement within the school

Action Step 1 5

Administration will publicly acknowledge individuals at the beginning of staff meetings

Person Responsible

Karen Manzi

Schedule

Weekly, from 9/23/2015 to 6/10/2016

Evidence of Completion

Checklist of teachers that have been acknowledged at a staff meeting

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Checklist of teachers-staff that have been acknowledged at faculty meetings

Person Responsible

Lynne Scott

Schedule

On 6/10/2016

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Informal Survey

Person Responsible

Cindy Fisher

Schedule

On 6/10/2016

Evidence of Completion

Results of Survey

G4. Student achievement will increase school wide 1

G074120

G4.B1 Many teachers need professional development in effective instructional strategies to address ELL students 2

B193506

G4.B1.S1 Professional Development for teachers in how to instruct English Language Learners 4

S205053

Strategy Rationale

Action Step 1 5

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/4/2014 to 6/10/2016

Evidence of Completion

Inservice Records

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will check lesson plans and will conduct classroom walk-throughs weekly

Person Responsible

Karen Manzi

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans using SIOP template. Language Objectives written in all ELA Lesson Plans and posted in the room along with sentence frames. In addition, teachers will refer to objective when instructing students.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will receive bi-weekly Professional Development in the SIOPI model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

STAR results, Reading Assessments, Quarterly SIOPI Lesson Study by grade level

G4.B2 Many students need an increased amount of instruction to master academic vocabulary 2

 B193507

G4.B2.S1 Provide a 50 minute structured academic vocabulary class taught by a reading resource teacher every 7 days in grades K-3 4

 S205054

Strategy Rationale

Action Step 1 5

Students will practice academic vocabulary in a structured vocab lab class by a reading resource teachers

Person Responsible

Jennifer Misewicz

Schedule

Weekly, from 8/18/2014 to 6/5/2016

Evidence of Completion

Vocabulary Assessments and Vocabulary Journals

Action Step 2 5

Implement a Million Dollar Word Vocabulary Program School-wide

Person Responsible

Cindy Fisher

Schedule

On 6/10/2016

Evidence of Completion

Powerpoint of Slides for Million Dollar Word; photographs, vocabulary journals

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

PLC meetings with teachers in grades K-3 to discuss academic vocabulary needs and progress monitoring

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/18/2014 to 6/5/2016

Evidence of Completion

Master Schedule; Instructor Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Observations of lessons

Person Responsible

Karen Manzi


Schedule

Quarterly, from 8/18/2014 to 5/15/2015


Evidence of Completion

STAR reports and Reading Assessments

G4.B4 Teachers need to plan for effective interventions based on individual standards **2**

 B193509

G4.B4.S1 Design a schedule that provides for a second instructor in every classroom daily during a 40 minute intervention block **4**

 S205055

Strategy Rationale

Action Step 1 **5**

Assign a certified teacher or paraprofessional in every classroom for a 40 minute intervention block for reading

Person Responsible

Karen Manzi

Schedule

On 6/5/2015

Evidence of Completion

Intervention Lesson Plans provided by every teacher with student names and skills being taught determined during PLC Meetings

Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Intervention Lesson Plans will be monitored by administration

Person Responsible

Karen Manzi

Schedule

On 6/5/2015

Evidence of Completion

Intervention Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Review student data weekly

Person Responsible

Karen Manzi

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Reading Assessments; STAR reports

G4.B5 Teachers need assistance in aligning instruction to new Florida Standards 2

 B193510

G4.B5.S1 Provide Professional Development for teachers in understanding the new Florida Standards

4

 S205056

Strategy Rationale

Action Step 1 5

Schedule Professional Development to train teachers in the Florida Standards

Person Responsible

Karen Manzi

Schedule

Quarterly, from 8/7/2014 to 6/10/2016

Evidence of Completion

In-service record

Action Step 2 5

Use Florida Standards to design school-wide assessments at every grade level

Person Responsible

Jennifer Misewicz

Schedule

Weekly, from 8/4/2014 to 6/10/2016

Evidence of Completion

School based assessments using the Florida Standards

Action Step 3 5

Use school wide assessments to drive daily instruction and instruction in small group interventions

Person Responsible

Karen Manzi

Schedule

Weekly, from 9/4/2014 to 6/10/2016

Evidence of Completion

Lesson Plans in On-Course

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

On-going professional development on Fl. Standards

Person Responsible

Jennifer Misewicz

Schedule

Monthly, from 8/4/2014 to 6/10/2016

Evidence of Completion

In-service records and professional learning community minutes

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Development of grade level curriculum binders based on standards

Person Responsible

Karen Manzi

Schedule

On 5/15/2015

Evidence of Completion

Florida Assessment test results and Cluster Tests developed by teachers, STAR

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Development in the use of CASTLE Tracking	Manzi, Karen	12/2/2015	In-service records	6/10/2016 one-time
G2.B1.S1.A1	Schedule Vocabulary Classes that teach students science and social studies content area vocabulary	Misewicz, Jennifer	8/17/2015	Master Schedule	6/10/2016 weekly
G2.B1.S3.A1	Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.	Manzi, Karen	8/4/2014	Inservice Records	6/10/2016 monthly
G3.B1.S1.A1	Administration will write positive referrals to teachers at a minimum of once each semester to increase engagement.	Manzi, Karen	9/21/2015	Student engagement will increase, as teacher engagement increases	6/10/2016 quarterly
G3.B1.S2.A1	Administration will publicly acknowledge individuals at the beginning of staff meetings	Manzi, Karen	9/23/2015	Checklist of teachers that have been acknowledged at a staff meeting	6/10/2016 weekly
G4.B1.S1.A1	Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.	Manzi, Karen	8/4/2014	Inservice Records	6/10/2016 monthly
G4.B2.S1.A1	Students will practice academic vocabulary in a structured vocab lab class by a reading resource teachers	Misewicz, Jennifer	8/18/2014	Vocabulary Assessments and Vocabulary Journals	6/5/2016 weekly
G4.B4.S1.A1	Assign a certified teacher or paraprofessional in every classroom for a 40 minute intervention block for reading	Manzi, Karen	8/11/2014	Intervention Lesson Plans provided by every teacher with student names and skills being taught determined during PLC Meetings	6/5/2015 one-time
G4.B5.S1.A1	Schedule Professional Development to train teachers in the Florida Standards	Manzi, Karen	8/7/2014	In-service record	6/10/2016 quarterly
G4.B2.S1.A2	Implement a Million Dollar Word Vocabulary Program School-wide	Fisher, Cindy	10/12/2015	Powerpoint of Slides for Million Dollar Word; photographs, vocabulary journals	6/10/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B5.S1.A2	Use Florida Standards to design school-wide assessments at every grade level	Misewicz, Jennifer	8/4/2014	School based assessments using the Florida Standards	6/10/2016 weekly
G4.B5.S1.A3	Use school wide assessments to drive daily instruction and instruction in small group interventions	Manzi, Karen	9/4/2014	Lesson Plans in On-Course	6/10/2016 weekly
G1.B1.S1.MA1	Quarterly PLC meetings attended by administration	Manzi, Karen	12/2/2015	PLC meeting minutes	6/10/2016 one-time
G1.B1.S1.MA1	Use CASTLE Standards tracker to plan for student interventions	Misewicz, Jennifer	12/2/2015	Intervention Plans developed during PLC	6/10/2016 one-time
G2.MA1	Reports generated from STAR	Manzi, Karen	9/1/2015	Student STAR Data Results	6/3/2016 quarterly
G2.B1.S1.MA1	STAR Data, ELA school based assessments	Misewicz, Jennifer	8/18/2014	Results from the STAR, school based ELA assessments, Castle reports	6/10/2016 quarterly
G2.B1.S1.MA1	Lesson Plans and Observations	Manzi, Karen	11/18/2015	Lesson Plans and Observations	6/3/2016 every-3-weeks
G2.B1.S3.MA1	Teachers will receive bi-weekly Professional Development in the SIOP model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data	Manzi, Karen	8/25/2014	STAR results, Reading Assessments, Quarterly SIOP Lesson Study by grade level	6/5/2015 monthly
G2.B1.S3.MA1	Administration will check lesson plans and will conduct classroom walk-throughs weekly	Manzi, Karen	8/18/2014	Teacher lesson plans using SIOP template. Language Objectives written in all ELA Lesson Plans and posted in the room along with sentence frames. In addition, teachers will refer to objective when instructing students.	6/5/2015 weekly
G3.MA1	Survey of teacher satisfaction	Manzi, Karen	1/15/2016	Survey results	1/22/2016 one-time
G3.B1.S1.MA1	Informal survey	Fisher, Cindy	10/16/2015	Results of survey monkey	6/10/2016 triannually
G3.B1.S1.MA1	A checklist will be kept to make sure all teachers are included throughout the year.	Scott, Lynne	9/25/2015	Checklist of teachers that have receive positive referrals	monthly
G3.B1.S2.MA1	Informal Survey	Fisher, Cindy	9/21/2015	Results of Survey	6/10/2016 one-time
G3.B1.S2.MA1	Checklist of teachers-staff that have been acknowledged at faculty meetings	Scott, Lynne	9/21/2015	Checklist	6/10/2016 one-time
G4.MA1	Student performance data in ELA, Math, Science and Social Studies	Manzi, Karen	9/3/2014	STAR reports; Chapter Test results; Performance Matters student data reports; school based assessment data, and Florida State Assessment Results, ESOL Assessments	6/10/2016 monthly
G4.B1.S1.MA1	Teachers will receive bi-weekly Professional Development in the SIOP model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data	Manzi, Karen	8/25/2014	STAR results, Reading Assessments, Quarterly SIOP Lesson Study by grade level	6/5/2015 monthly
G4.B1.S1.MA1	Administration will check lesson plans and will conduct classroom walk-throughs weekly	Manzi, Karen	8/18/2014	Teacher lesson plans using SIOP template. Language Objectives written in all ELA Lesson Plans and posted in the room along with sentence frames. In addition, teachers will refer to objective when instructing students.	6/5/2015 weekly
G4.B2.S1.MA1	Observations of lessons	Manzi, Karen	8/18/2014	STAR reports and Reading Assessments	5/15/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1	PLC meetings with teachers in grades K-3 to discuss academic vocabulary needs and progress monitoring	Manzi, Karen	8/18/2014	Master Schedule; Instructor Lesson Plans	6/5/2016 monthly
G4.B4.S1.MA1	Review student data weekly	Manzi, Karen	8/18/2014	Reading Assessments; STAR reports	5/22/2015 monthly
G4.B4.S1.MA1	Intervention Lesson Plans will be monitored by administration	Manzi, Karen	9/3/2014	Intervention Lesson Plans	6/5/2015 one-time
G4.B5.S1.MA1	Development of grade level curriculum binders based on standards	Manzi, Karen	8/4/2014	Florida Assessment test results and Cluster Tests developed by teachers, STAR	5/15/2015 one-time
G4.B5.S1.MA1	On-going professional development on Fl. Standards	Misewicz, Jennifer	8/4/2014	In-service records and professional learning community minutes	6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. In 2015-2016, Orange River Elementary will increase student learning gains on the STAR from 52% to 55% by March 2016.

G2.B1 Students need more academic vocabulary

G2.B1.S3 Professional Development for teachers in how to instruct English Language Learners [copy]

PD Opportunity 1

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

Facilitator

Pearson, District ESOL Department and School Based SIOP coaches

Participants

All Certified Teachers

Schedule

Monthly, from 8/4/2014 to 6/10/2016

G4. Student achievement will increase school wide

G4.B1 Many teachers need professional development in effective instructional strategies to address ELL students

G4.B1.S1 Professional Development for teachers in how to instruct English Language Learners

PD Opportunity 1

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

Facilitator

Pearson, District ESOL Department and School Based SIOP coaches

Participants

All Certified Teachers

Schedule

Monthly, from 8/4/2014 to 6/10/2016

G4.B5 Teachers need assistance in aligning instruction to new Florida Standards

G4.B5.S1 Provide Professional Development for teachers in understanding the new Florida Standards

PD Opportunity 1

Schedule Professional Development to train teachers in the Florida Standards

Facilitator

Jennifer Misewicz

Participants

Orange River Staff

Schedule

Quarterly, from 8/7/2014 to 6/10/2016