

The School District of Lee County

Orangewood Elementary School



2015-16 School Improvement Plan

Orangetown Elementary School

4001 DELEON ST, Fort Myers, FL 33901

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

**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
Not In DA	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

Educate World Class Citizens in a Safe and Nurturing Environment

Provide the school's vision statement

To Be A World Class School System

School Environment

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

The district provides a school climate survey to all parents, both electronically and in paper. The data from the survey is used in planning classroom team building activities as well as parent involvement nights. In addition, Orangewood Elementary provides many opportunities for families to attend school functions to foster relationships in an environment that embraces all cultures. Some of the functions include: Family Math Night, Fall Festival, Harvest Howl, Family Reading Night, Family Science Night, Veteran's Celebration, Hispanic Heritage Night, Black History Dinner, and OW Talent Show.

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

The school operates as a Positive Behavior Supports school which means that faculty and staff work proactively to teach positive social skills and acknowledge proper behaviors. Teachers stand outside of their classrooms to greet students and monitor hallway behaviors. The school has the "Ocelot Expectations" posted in every classroom and throughout the school. Students are held to these expectations starting in Kindergarten through Fifth grade. The current fiscal school year, Orangewood implemented Second Step classroom social skills program for Kindergarten through Second grade. It is optional for grades third through fifth.

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

The school-wide behavioral system set in place is Positive Behavior Support. Students are recognized for proper behaviors and are rewarded for them. The school has clear expectations through the "Ocelot Code" and "Ocelot Expectations" posted in every classroom and throughout the school. The PBS team provides all staff members with a "Observe Problem Behavior" flowchart that supports reteaching appropriate behavior and identifies clear expectations of teacher-managed versus office -managed behaviors. All faculty and staff received PBS training to be implemented consistently school-wide.

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

Orangewood Elementary ensures that social-emotional needs of all students are being met with the following services; Full time school counselor, Mentoring (staff and peers), MTSS framework, interventions, and Social worker.

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

Orangewood Elementary is in the first phase of accessing Castle to identify early warning indicators. At this time, the school is limited with access to certain features and functionality. The school will continue to monitor students who are at high, low, and minimum risk based on these factors: attendance, mobility, discipline, progress monitoring, and retention. The Intervention Support Specialist will collaborate with the teachers to create and manage tasks for students at risk.

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

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	
Students exhibiting two or more indicators	1	6	18	22	27	40	114

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

Orangewood Elementary is a PBS (Positive Behavior System) school that focuses on teaching desired behaviors. The school uses "Ocelot" tickets as incentives for following school expectations. The students are entered into a lottery drawing for tangible/non-tangible rewards. This system continues to reduce and/or eliminate behavior suspensions and lack of attendance. Teachers will use data binders to track mastery of standards and student performance in order to implement early interventions for students who are at risk. Teachers will communicate with the School Intervention Specialist using the CASTLE MTSS Tracker.

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?

No

PIP Link

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

Description

In school year 2015-16, attendance at parental involvement activities will increase from 75% to 77% as measured by the sign-in sheets available at every school function.

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

The school builds and maintains partnerships through letters and invitations sent out to local community members. The partners are invited in for a breakfast and are included in events that occur through the school year. At the end of the year, a luncheon is held again to thank the partners for their contributions to the school, as well as an extended invite for the following year is given. Orangewood Elementary understands the importance of networking with our local community and because of this, the School Advisory Committee (SAC) is composed of parents, teachers, administrators, and community members. Each month the committee meets to discuss topics that are relevant to student achievement for all learners.

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
Nader, Angela	Principal
Borel, Darcia	Assistant Principal
Delikat, Laurene	Instructional Coach
Jacobs, Amy	Instructional Coach
Kerr, Rhonda	Instructional Coach

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: Principal/Assistant Principal: Oversees implementation of the MTSS problem-solving process 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.

*Classroom teacher keeps ongoing progress monitoring in data binders, attends meetings, implements interventions with fidelity, collaborates with PLC members to analyze data and guide instruction with research-based strategies.

*Reading/Math Coaches are members of the MTSS team. They support teachers will intervention strategies, differentiated instruction, and curriculum resources. In addition, they will administer screenings and use observation tools as needed.

*Speech/Language Pathologist will attend MTSS meetings as needed. They will support the teacher in the completion of Communication Skills Checklist and help to make eligibility decisions.

*School Intervention Specialist facilitates MTSS meetings and maintains a log of students in the MTSS framework. Additionally, completes necessary paperwork involved in MTSS.

- *Guidance Counselor assists MTSS team with community resources available to families. Provides counseling and social-emotional behavior strategies.
- *Social Worker: Attend MTSS Team meetings when requested; Conduct social-developmental history interviews and share with MTSS Team.
- *ESE Teacher/Staffing Specialist: Consult with MTSS Team regarding intensive interventions; Incorporate MTSS data when making eligibility decisions.
- *Specialist (Behavior, OT, PT, ASD): Consult with MTSS Team; Provide staff trainings.
- *ELL/ESOL Representative: Attend all MTSS Team meetings for identified ELL students; advising and completing LEP paperwork; Provide ELL interventions at all tiers.
- *Teacher Leaders support teachers through coaching, peer teaching, planning, professional development, and mentoring.

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 problem-solving team at Orangewood meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School

improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristina Rendon	Teacher
Ronaldo Guido	Business/Community
Mary Higginson	Parent
Denise Algood	Parent
Darcia Borel	Principal
Phenicia McMillion	Education Support Employee
Lisa Gingerich	Parent

Duties

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

Evaluation of last year's school improvement plan

N/A

Development of this school improvement plan

An invitation was sent to parents/guardians to give the date and time of the SAC meeting which will occur on September 17, 2015. An agenda was prepared that listed the School improvement Plan as one of the items to be discussed. The School improvement Plan 2015-16 will be reviewed with the SAC participants, and new requirement goals will be discussed based on limited data from the results of the Spring FSA 2015 testing year. Therefore, the new edition of the SIP-online will be presented to the people present, and discussed at length. Information was presented that we should include, required to include, and information that was pre-loaded was discussed. After a thorough review, we voted on the submission to the district for review.

Preparation of the school's annual budget and plan

N/A

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

The School improvement Funds will be allocated to the following:

- Non-capitalized software: 1,200.00
- Professional Development: 2,200.00
- Library Books: \$2,600.00

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
Borel, Darcia	Assistant Principal
Jacobs, Amy	Instructional Coach
Kerr, Rhonda	Teacher, K-12
Peer, Robyn	Teacher, K-12
Southworth, Tina	Teacher, K-12
Warren, Amy	Teacher, ESE
Welter, Kathi	Teacher, K-12
Wrenn, Katira	Teacher, K-12
Delikat, Laurene	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT at Orangewood Elementary will research Best Practices for Reading and Math Instruction. The LLT will also promote reading and math at home with Family Reading and Math Nights. At the Family Reading and Math Nights, parents/families will be instructed on implementing specific reading and math strategies. After instruction, families will have the opportunity to practice implementing the specific strategies taught. Coaching and assistance will be provided by teachers during the practice sessions. Parents will also receive training on Accelerated Reader, Parent Link, and other software

for tracking student progress. Overall, by increasing the opportunities for parents to be involved in our school, we hope to encourage families to take a more active role in the educational process of their children.

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

Teachers attend weekly Professional Learning Community meetings to analyze data, discuss best practices, and plan lessons. Teachers utilize OnCourse to share lesson plan ideas. Teachers have common planning time so that they may spend the time to collaborate as needed. PLC facilitators have been assigned to each grade level to assist and guide the PLC meeting. PLC facilitators meet once a week with Administrators to discuss grade level celebrations and challenges. Lastly, teacher leaders are assigned to our school to provide ongoing support and coaching opportunities to all teachers.

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

Implementation of Professional Learning Communities (PLC) is used to recruit and/or retain high quality, highly qualified teachers to the school. PLC is an on-going process used to establish a school-wide culture that is based on the fundamental belief in building teacher leadership, and school improvement efforts. Through participation in PLCs teachers will enhance their leadership capacity, as they work as members of ongoing, high performing, collaborative teams that focus on improving student learning through data-based decision making. The administrators believe in putting mentors in place for new personnel members to assist them with the transition into the new school and faculty.

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

Orangewood Elementary follows the district's plan for new educators. APPLES is a program designed to prepare teachers for their career in education, as well as provide them mentors for any questions/ concerns that may present themselves on a daily basis. New teachers are paired with mentor teachers who possess the knowledge, skill set, and grade level expertise to effectively coach a new teacher.

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 school follows the district's academic plan which is aligned to the Florida State Standards. Teachers design instructional lesson plans using academic plans and the backwards design model to effectively deliver standards based instruction. Teachers lessons are frequently reviewed by Administration on OnCourse. Teachers are required to have learning outcomes posted daily in the classroom. Furthermore, Administration conducts classroom walk-throughs as mandated by the DOE.

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

Teachers input common assessments into Performance Matters to disaggregate data based on standards. During PLC meetings, teachers collaborate to develop targeted interventions based on the results of common assessments. Teachers implement the targeted interventions during small group rotations in the core instruction block as well as during intervention time.

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

Strategy: After School Program

Minutes added to school year: 1,440

Provide additional interventions with supplemental curriculum materials.

Strategy Rationale

To provide additional assistance the those students who are not performing on grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Borel, Darcia, darcialb@leeschools.net

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

The students are provided with a pre-test prior to beginning the after school/before school tutoring program, and given a post-test after completion of the program.

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

Pre-K programs that are currently housed on campus communicate with the upcoming Kindergarten teachers to ensure a smooth transition. Scheduled days are provided for Pre-K students to spend time in kindergarten classroom settings to familiarize the students with the environment of a kindergarten class. Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school, staff, and the expectations of kindergarten.

All students are assessed prior to, or upon, entering kindergarten in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students, and 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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** All students at Orangewood Elementary will increase student proficiency on the Math checkpoints from 53% to 56% by March 2016.
- G2.** 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.
- G3.** Teacher engagement will increase at least .2% in the Q12 area of Expectations as measured by the FY16 Gallup Teacher Engagement Survey.

Strategic Goals Detail

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

G1. All students at Orangewood Elementary will increase student proficiency on the Math checkpoints from 53% to 56% by March 2016. 1a

G075008

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	56.0

Resources Available to Support the Goal 2

- Professional Development

Targeted Barriers to Achieving the Goal 3

- lack of resources

Plan to Monitor Progress Toward G1. 8

Performance Matters and Castle standards tracker

Person Responsible

Laurene Delikat

Schedule

Quarterly, from 8/24/2015 to 5/9/2016

Evidence of Completion

BB card report sheets will be used to monitor proficiency of math standards and learning gains.

G2. 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

G075009

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	70.0

Resources Available to Support the Goal 2

- School Intervention Specialist
- Staff members who attended Castle training

Targeted Barriers to Achieving the Goal 3

- Limited access to Castle

Plan to Monitor Progress Toward G2. 8

Summary data by teacher reports will be evident in the data binders by standard.

Person Responsible

Rhonda Kerr

Schedule

Quarterly, from 10/26/2015 to 5/20/2016

Evidence of Completion

Teacher data binders will be required to be updated as needed for PLC meetings, MTSS meetings, and Administration Grade level meetings.

G3. Teacher engagement will increase at least .2% in the Q12 area of Expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G075010

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	5.0

Resources Available to Support the Goal 2

- "Teach Like A Pirate" school-wide book study
- Thinking Maps Professional Development
- Additional support personnel

Targeted Barriers to Achieving the Goal 3

- Many new staff members
- New Administrator

Plan to Monitor Progress Toward G3. 8

Monitor progress of a research-based strategy for school-wide gains.

Person Responsible

Angela Nader

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Student data reports, teacher data binders, Castle Standards Tracker

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All students at Orangewood Elementary will increase student proficiency on the Math checkpoints from 53% to 56% by March 2016. **1**

 G075008

G1.B1 lack of resources **2**

 B195866

G1.B1.S1 Orangewood Elementary teachers lack resources for effective teaching strategies and best practices for math instruction. **4**

 S207596

Strategy Rationale

Teachers will gain new innovative techniques to enhance math instruction and implement strategies to complete higher order problem solving in math instruction daily.

Action Step 1 **5**

Administration will provide multiple opportunities for teachers to attend district and/or in-house training.

Person Responsible

Angela Nader

Schedule

Monthly, from 8/11/2015 to 5/23/2016

Evidence of Completion

in-service records

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

All grade levels will participate with math intervention time and analyze math data during PLC.

Person Responsible

Angela Nader

Schedule

Weekly, from 9/9/2015 to 5/10/2016

Evidence of Completion

PLC Weekly Notes uploaded to sharepoint

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

classroom math data walls for quarterly district math checkpoints

Person Responsible

Laurene Delikat

Schedule

Quarterly, from 9/9/2015 to 5/9/2016

Evidence of Completion

Teachers and grade level teams will collect quarterly math data based on the standards in the academic plan to analyze proficiency of standards and form intervention groups.

G2. 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

G075009

G2.B1 Limited access to Castle 2

B195867

G2.B1.S1 Castle Peer Buddy System to work with a pilot school. 4

S207597

Strategy Rationale

Helped to ease transition and provide support to schools who do not have full access to Castle at this time.

Action Step 1 5

Will attend district training on Castle and reach out to a pilot school for support

Person Responsible

Rhonda Kerr

Schedule

Quarterly, from 9/3/2015 to 5/20/2016

Evidence of Completion

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

Facilitators will guide the PLC meetings using progress monitoring data from Castle to discuss student mastery of standards to support intervention groups.

Person Responsible

Angela Nader

Schedule

Weekly, from 10/26/2015 to 5/20/2016

Evidence of Completion

PLC meeting minutes will be posted on sharepoint weekly by grade level facilitators.

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

Teachers who have students in the MTSS Early Warning Systems will use Castle for tasks, progress monitoring, and MTSS meetings.

Person Responsible

Schedule

Every 6 Weeks, from 10/26/2015 to 5/20/2016

Evidence of Completion

MTSS Dashboard to view tasks. Also print meeting and assessment data for Pink folders documentation.

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

Survey monkey will be given to teachers to receive feedback after using Castle during FY16.

Person Responsible

Rhonda Kerr

Schedule

On 5/20/2016

Evidence of Completion

Survey monkey data and new ideas from teachers how to use Castle more effectively.

G3. Teacher engagement will increase at least .2% in the Q12 area of Expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1

G075010

G3.B1 Many new staff members 2

B195868

G3.B1.S1 Provide the educators with leadership opportunities that focus on their strengths and will enhance their characteristic qualities identified by the Gallup Strengths Finder Survey. 4

S207598

Strategy Rationale

When educator's peers take on leadership roles, buy-in for new initiatives becomes more evident.

Action Step 1 5

Provide coverage for mentoring or coaching opportunities

Person Responsible

Darcia Borel

Schedule

On 5/29/2015

Evidence of Completion

Increase in teacher engagement based on Gallup Teacher survey

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

Grade level PLCs, Walk-thoughts, observations and discussions.

Person Responsible

Schedule

Evidence of Completion

Anonymous Teacher Survey

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

Coaches and Mentees meet once a month with an agenda for their meeting.


Person Responsible

Schedule


Evidence of Completion

Reflection dates/notes from meetings

G3.B2 New Administrator 2

 B195869

G3.B2.S1 New administrator will meet monthly with grade levels to understand the dynamics of the school and observe strengths of previous faculty members. 4

 S207599

Strategy Rationale

Expectations will be clear and communication will be consistent among the school community.

Action Step 1 5

Develop a school-wide schedule for implementation of Thinking Maps.

Person Responsible

Schedule

Weekly, from 8/13/2015 to 5/20/2016

Evidence of Completion

student work samples, lesson plans, walk-throughs

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Introduce each Thinking Map based on weekly schedule and embedded in the curriculum.

Person Responsible

Angela Nader

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Grade level agenda minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Highly Effective Teachers, High functioning PLC meetings

Person Responsible

Schedule

Evidence of Completion

Grade Level PLC minutes

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	Administration will provide multiple opportunities for teachers to attend district and/or in-house training.	Nader, Angela	8/11/2015	in-service records	5/23/2016 monthly
G2.B1.S1.A1	Will attend district training on Castle and reach out to a pilot school for support	Kerr, Rhonda	9/3/2015		5/20/2016 quarterly
G3.B1.S1.A1	Provide coverage for mentoring or coaching opportunities	Borel, Darcia	8/1/2014	Increase in teacher engagement based on Gallup Teacher survey	5/29/2015 one-time
G3.B2.S1.A1	Develop a school-wide schedule for implementation of Thinking Maps.		8/13/2015	student work samples, lesson plans, walk-throughs	5/20/2016 weekly
G1.MA1	Performance Matters and Castle standards tracker	Delikat, Laurene	8/24/2015	BB card report sheets will be used to monitor proficiency of math standards and learning gains.	5/9/2016 quarterly
G1.B1.S1.MA1	classroom math data walls for quarterly district math checkpoints	Delikat, Laurene	9/9/2015	Teachers and grade level teams will collect quarterly math data based on the standards in the academic plan to analyze proficiency of standards and form intervention groups.	5/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	All grade levels will participate with math intervention time and analyze math data during PLC.	Nader, Angela	9/9/2015	PLC Weekly Notes uploaded to sharepoint	5/10/2016 weekly
G2.MA1	Summary data by teacher reports will be evident in the data binders by standard.	Kerr, Rhonda	10/26/2015	Teacher data binders will be required to be updated as needed for PLC meetings, MTSS meetings, and Administration Grade level meetings.	5/20/2016 quarterly
G2.B1.S1.MA1	Survey monkey will be given to teachers to receive feedback after using Castle during FY16.	Kerr, Rhonda	10/26/2015	Survey monkey data and new ideas from teachers how to use Castle more effectively.	5/20/2016 one-time
G2.B1.S1.MA1	Facilitators will guide the PLC meetings using progress monitoring data from Castle to discuss student mastery of standards to support intervention groups.	Nader, Angela	10/26/2015	PLC meeting minutes will be posted on sharepoint weekly by grade level facilitators.	5/20/2016 weekly
G2.B1.S1.MA2	Teachers who have students in the MTSS Early Warning Systems will use Castle for tasks, progress monitoring, and MTSS meetings.		10/26/2015	MTSS Dashboard to view tasks. Also print meeting and assessment data for Pink folders documentation.	5/20/2016 every-6-weeks
G3.MA1	Monitor progress of a research-based strategy for school-wide gains.	Nader, Angela	8/24/2015	Student data reports, teacher data binders, Castle Standards Tracker	8/24/2015 monthly
G3.B1.S1.MA1	Coaches and Mentees meet once a month with an agenda for their meeting.		Reflection dates/notes from meetings	once	
G3.B1.S1.MA1	Grade level PLCs, Walk-thoughts, observations and discussions.		Anonymous Teacher Survey	once	
G3.B2.S1.MA1	Highly Effective Teachers, High functioning PLC meetings		Grade Level PLC minutes	one-time	
G3.B2.S1.MA1	Introduce each Thinking Map based on weekly schedule and embedded in the curriculum.	Nader, Angela	8/24/2015	Grade level agenda minutes	5/20/2016 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.

G1. All students at Orangewood Elementary will increase student proficiency on the Math checkpoints from 53% to 56% by March 2016.

G1.B1 lack of resources

G1.B1.S1 Orangewood Elementary teachers lack resources for effective teaching strategies and best practices for math instruction.

PD Opportunity 1

Administration will provide multiple opportunities for teachers to attend district and/or in-house training.

Facilitator

Math Coach, TIF leaders

Participants

K-5 teachers

Schedule

Monthly, from 8/11/2015 to 5/23/2016

G2. 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.B1 Limited access to Castle

G2.B1.S1 Castle Peer Buddy System to work with a pilot school.

PD Opportunity 1

Will attend district training on Castle and reach out to a pilot school for support

Facilitator

Brian Curls

Participants

leadership team

Schedule

Quarterly, from 9/3/2015 to 5/20/2016

G3. Teacher engagement will increase at least .2% in the Q12 area of Expectations as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B1 Many new staff members

G3.B1.S1 Provide the educators with leadership opportunities that focus on their strengths and will enhance their characteristic qualities identified by the Gallup Strengths Finder Survey.

PD Opportunity 1

Provide coverage for mentoring or coaching opportunities

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

On 5/29/2015

G3.B2 New Administrator

G3.B2.S1 New administrator will meet monthly with grade levels to understand the dynamics of the school and observe strengths of previous faculty members.

PD Opportunity 1

Develop a school-wide schedule for implementation of Thinking Maps.

Facilitator

Thinking Maps Trainers

Participants

all instructional staff

Schedule

Weekly, from 8/13/2015 to 5/20/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Administration will provide multiple opportunities for teachers to attend district and/or in-house training.	\$0.00
2	G2.B1.S1.A1	Will attend district training on Castle and reach out to a pilot school for support	\$0.00
3	G3.B1.S1.A1	Provide coverage for mentoring or coaching opportunities	\$0.00
4	G3.B2.S1.A1	Develop a school-wide schedule for implementation of Thinking Maps.	\$0.00
			Total: \$0.00