# Orange River Elementary School



## 2016-17 Schoolwide Improvement Plan

# Orange River Elementary School

4501 UNDERWOOD DR, Fort Myers, FL 33905

http://ore.leeschools.net/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 92% |

## School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | C | C* | D | D |

*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 a monitoring status of "Former F" (see page 4). 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.

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Orange River Elementary School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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.

##### b. Provide the school's vision statement.

"Success for All"

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

#### 3. 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).

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

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

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

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

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

## B. Family and Community Engagement

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).

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

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

**a. Will the school use its PIP to satisfy this question?**
Yes

*1. PIP Link*
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315787.

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

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

Orange 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.

## C. Effective Leadership

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

## 1. School Leadership Team

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

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

### b. Duties

***1. 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, anecdotals) 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

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

The 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)

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name | Stakeholder Group |
| --- | --- |
| Karen Manzi | Principal |
| Teri Warren | Parent |
| Melissa Roque | Education Support Employee |
| Kristie Kennedy | Parent |
| Fred Morando | Business/Community |
| Christine Crespo | Parent |
| Heidy Gaona | Parent |
| Lynne Scott | Teacher |
| Kathy Salazar | Parent |
| Marty Neubert | Business/Community |
| Erika Jamimes | Parent |
| Romelia Acunez | Parent |
| Bostone Sainval | Education Support Employee |
| Blanca Cruz | Education Support Employee |
| Nolberta Benitez | Parent |

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

The SAC committee reviewed the School Improvement Plan from 2015-2016 at the September SAC Meeting.

*b. 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.

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

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

#### 2. 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.

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

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

## 3. Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Manzi, Karen | Principal |
| Fisher, Cindy | Instructional Coach |
| Bumm, Stephanie | Instructional Coach |
| Misewicz, Jennifer | Assistant Principal |
| Scott, Lynne | Instructional Coach |
| Madigan, Jennifer | Teacher, K-12 |
| Horn, Lisa | Instructional Coach |

### b. Duties

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

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.

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

**1. 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.

**2. 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.

**3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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 Fl. Standards.

#### b. Instructional Strategies

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

A 30 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.

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

**Strategy:** After School Program

**Minutes added to school year:**

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 asses the skills taugh/retaught during intervention time. Teachers will review previous week's Intervention plans during weekly PLC's to determine if mastery has been met.

### 2. Student Transition and Readiness

#### a. 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).

*1. 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.

#### b. College and Career Readiness

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

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

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

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

## II. Needs Assessment
The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

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

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

## C. Strategic Goals

# School Improvement Goals

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

### Problem Solving Key

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

`1` = Problem Solving Step    🔍 S123456 = Quick Key

## Strategic Goals Summary

**G1.**   In 2016-2017, Orange River Elementary will decrease the number of discipline referrals from 92 in 2015-2016 to 75 referrals.

**G2.**   In 2016-2017, students in 5th grade will increase percentage of proficiency from 34% to 40% on the FCAT Science Assessment

**G3.**   In 2016-2017, Orange River will increase the percentage of the lowest 25% of students making math gains from 45% to 70% on the FSA Math Assessment

**G4.**   In 2016-2017, Orange River will increase FSA/Math gains from 50% to 54% according to State Accountability report.

**G5.**   In 2016-2017, Orange River will increase FSA/ELA reading gains from 47% to 51% according to State Accountability report.

**G6.**   In 2016-2017, Orange River Elementary will increase the level of achievement of the bottom 25% on the FSA ELA assessment from 47% to 70%.

## Strategic Goals Detail

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

**G1.** In 2016-2017, Orange River Elementary will decrease the number of discipline referrals from 92 in 2015-2016 to 75 referrals. `1a`

🔍 G082715

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Discipline incidents | 75.0 |

### Targeted Barriers to Achieving the Goal `3`

- Increased numbers of new teachers to the staff

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- 

**G2.** In 2016-2017, students in 5th grade will increase percentage of proficiency from 34% to 40% on the FCAT Science Assessment `1a`

🔍 G082716

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Statewide Science Assessment Achievement | 40.0 |

### Targeted Barriers to Achieving the Goal `3`

- Students need to master understanding of scientific process

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Coach
- P-Sell Curriculum

### Plan to Monitor Progress Toward G2. `8`

Standards Based Student Data from Performance Matters

**Person Responsible**
Jennifer Misewicz

**Schedule**
Monthly, from 8/31/2016 to 5/22/2017

***Evidence of Completion***
Science Assessments

**G3.** In 2016-2017, Orange River will increase the percentage of the lowest 25% of students making math gains from 45% to 70% on the FSA Math Assessment `1a`

🔑 G082717

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Math Lowest 25% Gains | 70.0 |

### Targeted Barriers to Achieving the Goal `3`

- Need for fact fluency

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- Math Facts in a Flash

### Plan to Monitor Progress Toward G3. `8`

Students till take the STAR Math Assessment and Fluency Assessments

**Person Responsible**
Jennifer Misewicz

**Schedule**
Quarterly, from 8/31/2016 to 5/22/2017

*Evidence of Completion*
STAR Math and Fluency Assessments

**G4.** In 2016-2017, Orange River will increase FSA/Math gains from 50% to 54% according to State Accountability report. 1a

🔍 G082718

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Gains | 54.0 |

### Targeted Barriers to Achieving the Goal 3

- Math Fact Fluency

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

- Math Facts in a Flash

- Math Coach

### Plan to Monitor Progress Toward G4. 8

STAR Math

**Person Responsible**

Karen Manzi

**Schedule**

Quarterly, from 8/31/2016 to 5/22/2017

***Evidence of Completion***

STAR Math Proficiency Reports

**G5.** In 2016-2017, Orange River will increase FSA/ELA reading gains from 47% to 51% according to State Accountability report. 1a

🔍 G082719

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 51.0 |

### Targeted Barriers to Achieving the Goal 3

- Teachers new to Florida Standards

- Necessary computer skills for students to successfully complete on-line FSA assessment

- Need for additional Academic Vocabulary

- Students need increased reading fluency.

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

- Coaches and Peer Teachers

- Technology Classes for students

- Additional Computer Mobile Labs

- Standard Based Reading Materials

### Plan to Monitor Progress Toward G5. 8

STAR Results

**Person Responsible**
Jennifer Misewicz

**Schedule**
Quarterly, from 9/6/2016 to 5/22/2017

***Evidence of Completion***
increased STAR Results for 4th and 5th grade students

**G6.** In 2016-2017, Orange River Elementary will increase the level of achievement of the bottom 25% on the FSA ELA assessment from 47% to 70%. 1a

🔑 G082720

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 70.0 |

## Targeted Barriers to Achieving the Goal 3

- Students need more academic vocabulary and background knowledge
- Students need to increase levels of reading fluency
- Students need strategies for decoding multi-syllabic words

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

- Coaches
- Resource Teachers
- Paraprofessionals
- Compass Learning Paths
- Safari Montage
- FCRR Fluency Activities

## Plan to Monitor Progress Toward G6. 8

Student STAR reports

**Person Responsible**
Karen Manzi

**Schedule**
Quarterly, from 10/30/2015 to 5/22/2017

***Evidence of Completion***
Student STAR Data Results

## 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.** In 2016-2017, Orange River Elementary will decrease the number of discipline referrals from 92 in 2015-2016 to 75 referrals. 1

🔑 G082715

**G1.B1** Increased numbers of new teachers to the staff 2

🔑 B219138

**G1.B1.S1** Professional Development in classroom management 4

🔑 S231495

**Strategy Rationale**

**Action Step 1** 5

All new APPLES teachers will have classroom management training at the school level

**Person Responsible**

Stephanie Bumm

**Schedule**

Monthly, from 9/14/2016 to 5/3/2017

**Evidence of Completion**

Inservice records

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

Coaching

    **Person Responsible**

    Stephanie Bumm

    **Schedule**

    Monthly, from 9/14/2016 to 5/3/2017

    ***Evidence of Completion***

    Monthly APPLES Logs

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

Review Discipline Records

    **Person Responsible**

    Jennifer Misewicz

    **Schedule**

    Monthly, from 9/14/2016 to 5/24/2017

    ***Evidence of Completion***

    Office Discipline Referrals

**G2.** In 2016-2017, students in 5th grade will increase percentage of proficiency from 34% to 40% on the FCAT Science Assessment  1

🔧 G082716

**G2.B1** Students need to master understanding of scientific process  2

🔧 B219139

**G2.B1.S1** Weekly classes to instruct students in hands on scientific process with the science coach and classroom teacher  4

🔧 S231496

**Strategy Rationale**

**Action Step 1**  5

Schedule 5th Grade Classes with the Science Coach for instruction in scientific process

**Person Responsible**

Jennifer Misewicz

**Schedule**

Weekly, from 8/10/2016 to 5/15/2017

***Evidence of Completion***

Lesson Plans

**Action Step 2**  5

P-Sell Curriculum

**Person Responsible**

Karen Manzi

**Schedule**

Daily, from 8/10/2016 to 5/22/2017

***Evidence of Completion***

Use of P-Sell instructional materials in the 5th grade classrooms

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

Classroom Observations

> **Person Responsible**
>
> Karen Manzi
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 5/22/2017
>
> ***Evidence of Completion***
>
> Classroom Walkthroughs

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

Student Science Assessments

> **Person Responsible**
>
> Jennifer Misewicz
>
> **Schedule**
>
> Every 3 Weeks, from 8/31/2016 to 5/22/2017
>
> ***Evidence of Completion***
>
> Performance Matters Reports on Science Assessments

**G3.** In 2016-2017, Orange River will increase the percentage of the lowest 25% of students making math gains from 45% to 70% on the FSA Math Assessment  1

🔑 G082717

**G3.B1** Need for fact fluency  2

🔑 B219143

**G3.B1.S1** Students will use Math Facts in a Flash to increase Fact Fluency  4

🔑 S231497

**Strategy Rationale**

**Action Step 1**  5

Students will use Math Facts in a Flash on the Computer each day

**Person Responsible**

Karen Manzi

**Schedule**

Daily, from 8/29/2016 to 5/22/2017

***Evidence of Completion***

Computer generated reports

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

Teachers and Math Coach will review student mastery data

**Person Responsible**

Jennifer Misewicz

**Schedule**

Monthly, from 8/31/2016 to 5/22/2017

***Evidence of Completion***

Student mastery data

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

Math Coach will print reports for the lowest 25% to monitor their math fact fluency

### Person Responsible

Jennifer Misewicz

### Schedule

Monthly, from 8/31/2016 to 5/22/2017

### *Evidence of Completion*

Student progress on STAR Math and math fact fluency graphs

**G4.** In 2016-2017, Orange River will increase FSA/Math gains from 50% to 54% according to State Accountability report. `1`

🔑 G082718

**G4.B1** Math Fact Fluency `2`

🔑 B219144

**G4.B1.S1** Students will use Math Facts in a Flash on the Computer to learn facts `4`

🔑 S231498

### Strategy Rationale

**Action Step 1** `5`

Students will be given time daily in the classroom to practice math facts on the computer

### Person Responsible

Karen Manzi

### Schedule

Daily, from 8/17/2016 to 5/22/2017

### *Evidence of Completion*

Computer Reports

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

Reports from Math Facts in a Flash

**Person Responsible**

Karen Manzi

**Schedule**

Biweekly, from 8/31/2016 to 5/22/2017

***Evidence of Completion***

Student proficiency reports

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

Principal will review student reports

**Person Responsible**

Karen Manzi

**Schedule**

Monthly, from 8/31/2016 to 5/22/2017

***Evidence of Completion***

Star Math Progress and increased math fact fluency

**G5.** In 2016-2017, Orange River will increase FSA/ELA reading gains from 47% to 51% according to State Accountability report. 1

🔑 G082719

**G5.B1** Teachers new to Florida Standards 2

🔑 B219145

**G5.B1.S1** Provide a teacher mentor for every new teacher 4

🔑 S231499

**Strategy Rationale**

**Action Step 1** 5

Assign a mentor and supervise the mentorship through APPLES program.

**Person Responsible**

Jennifer Misewicz

**Schedule**

Weekly, from 8/1/2016 to 5/31/2017

***Evidence of Completion***

Monthly Logs

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Meet with Mentors and Review Monthly Logs

**Person Responsible**

Jennifer Misewicz

**Schedule**

Monthly, from 8/1/2016 to 5/29/2017

***Evidence of Completion***

Meeting Agendas and Logs in True North Logic

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** `7`

Observations of New Teacher Instruction

### Person Responsible

Karen Manzi

### Schedule

Daily, from 8/10/2016 to 5/22/2017

### *Evidence of Completion*

Walk Through and Formal and Targeted Observation Data and STAR data to monitor student growth

**G5.B1.S2** Grade Level Planning `4`

`🔧 S231500`

### Strategy Rationale

**Action Step 1** `5`

Plan together as a grade level

### Person Responsible

Karen Manzi

### Schedule

Weekly, from 8/1/2016 to 5/22/2017

### *Evidence of Completion*

Lesson Plans in On-Course

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** `6`

Lesson Plan Review

### Person Responsible

Jennifer Misewicz

### Schedule

Weekly, from 8/10/2016 to 5/22/2017

### *Evidence of Completion*

On-Course Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** `7`

Weekly grade level chair meeting with administration for support

### Person Responsible

Karen Manzi

### Schedule

Weekly, from 8/10/2016 to 5/22/2017

### *Evidence of Completion*

Meeting Minutes

**G5.B2** Necessary computer skills for students to successfully complete on-line FSA assessment `2`

🔑 B219146

**G5.B2.S1** Students in 3rd-5th grade will be instructed by media specialist in technology skills. `4`

🔑 S231502

### Strategy Rationale

**Action Step 1** `5`

Develop master schedule for Media/Technology Classes

### Person Responsible

Jennifer Misewicz

### Schedule

On 8/1/2016

### *Evidence of Completion*

Schedule

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** `6`

Observation of technology lessons

**Person Responsible**

Jennifer Misewicz

**Schedule**

Weekly, from 8/10/2016 to 5/22/2017

***Evidence of Completion***

Media/Technology Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** `7`

Student Technology Projects

**Person Responsible**

Karen Manzi

**Schedule**

Quarterly, from 8/10/2016 to 5/22/2017

***Evidence of Completion***

Student Projects

**G5.B3** Need for additional Academic Vocabulary  2

🔑 B219147

**G5.B3.S1** Provide Professional Development on strategies for teaching vocabulary  4

🔑 S231503

### Strategy Rationale

### Action Step 1  5

Professional Development

#### Person Responsible

Cindy Fisher

#### Schedule

Monthly, from 8/10/2016 to 5/22/2017

#### *Evidence of Completion*

PD agendas and Powerpoints

### Plan to Monitor Fidelity of Implementation of G5.B3.S1  6

Exit Ticket from Professional Development

#### Person Responsible

Cindy Fisher

#### Schedule

Monthly, from 9/7/2016 to 5/22/2017

#### *Evidence of Completion*

Classroom instruction/ observations

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** `7`

Follow Up Support through Coaches

### Person Responsible

Cindy Fisher

### Schedule

Monthly, from 9/14/2016 to 5/22/2017

### *Evidence of Completion*

Observation feedback

**G5.B4** Students need increased reading fluency. `2`

🔑 B219148

**G5.B4.S1** Students will receive small group fluency instruction, if they are below the fluency target for their grade level. `4`

🔑 S231504

### Strategy Rationale

**Action Step 1** `5`

providing 30 minute fluency intervention

### Person Responsible

Stephanie Bumm

### Schedule

Daily, from 9/12/2016 to 5/22/2017

### *Evidence of Completion*

grade level fluency checks every two weeks

**Plan to Monitor Fidelity of Implementation of G5.B4.S1** `6`

support from coaches

### Person Responsible

Stephanie Bumm

### Schedule

Biweekly, from 9/12/2016 to 5/22/2017

### *Evidence of Completion*

fluency graphs for data collection

**Plan to Monitor Effectiveness of Implementation of G5.B4.S1** `7`

bi-weekly student data checks

### Person Responsible

Stephanie Bumm

### Schedule

Biweekly, from 9/12/2016 to 5/22/2017

### *Evidence of Completion*

increased student achievement in fluency

**G6.** In 2016-2017, Orange River Elementary will increase the level of achievement of the bottom 25% on the FSA ELA assessment from 47% to 70%. `1`

🔑 G082720

**G6.B1** Students need more academic vocabulary and background knowledge `2`

🔑 B219149

**G6.B1.S1** Million dollar word `4`

🔑 S231505

### Strategy Rationale

**Action Step 1** `5`

Each week words will be introduced school wide that address academic vocabulary

**Person Responsible**

Cindy Fisher

**Schedule**

Weekly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

Powerpoint Slides

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** `6`

Journals of new words

**Person Responsible**

Cindy Fisher

**Schedule**

Weekly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

3-5 grade students will be given a formative assessment monthly on the words

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** `7`

Formative Assessment

### Person Responsible

Cindy Fisher

### Schedule

Monthly, from 9/6/2016 to 5/26/2017

### *Evidence of Completion*

Assessment Results

**G6.B1.S2** Professional Development for teachers in how to instruct English Language Learners [copy] `4`

🔑 S231506

### Strategy Rationale

**Action Step 1** `5`

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

### Person Responsible

Karen Manzi

### Schedule

Monthly, from 8/4/2014 to 5/3/2017

### *Evidence of Completion*

Inservice Records

**Plan to Monitor Fidelity of Implementation of G6.B1.S2** `6`

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

### Person Responsible

Karen Manzi

### Schedule

Weekly, from 8/18/2014 to 5/22/2017

### *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 G6.B1.S2** `7`

Teachers will receive monthly 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 5/22/2017

### *Evidence of Completion*

STAR results, Reading Assessments

**G6.B1.S3** Flocabulary and BrainPop Licenses purchased for all teachers to use with students [4]

[🔑 S231507]

### Strategy Rationale

Songs and Visuals are strategies that are needed for all students; particularly ELL students.

**Action Step 1** [5]

Teachers will use the Flocabulary on-line lessons as a component for teaching academic vocabulary.

### Person Responsible

Karen Manzi

### Schedule

Weekly, from 2/1/2016 to 5/22/2017

### *Evidence of Completion*

Lesson plans and observations

**Plan to Monitor Fidelity of Implementation of G6.B1.S3** [6]

review of lesson plans

### Person Responsible

Jennifer Misewicz

### Schedule

Weekly, from 9/6/2016 to 5/22/2017

### *Evidence of Completion*

lesson plans

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** `7`

Student progress on STAR and STAR EL

> **Person Responsible**
>
> Jennifer Misewicz
>
> **Schedule**
>
> Quarterly, from 9/6/2016 to 5/22/2017
>
> ***Evidence of Completion***
>
> Results from the STATE standard report in Reading Renaissance on the vocabulary STANDARD (2.4)

**G6.B2** Students need to increase levels of reading fluency `2`

🔑 B219150

**G6.B2.S1** FCRR Fluency Exercises `4`

🔑 S231508

> **Strategy Rationale**

**Action Step 1** `5`

Daily Fluency Practice

> **Person Responsible**
>
> Stephanie Bumm
>
> **Schedule**
>
> Daily, from 9/12/2016 to 5/19/2017
>
> ***Evidence of Completion***
>
> Lesson Plans and Observations

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** `6`

Fluency Checks

**Person Responsible**

Stephanie Bumm

**Schedule**

Weekly, from 9/19/2016 to 5/26/2017

***Evidence of Completion***

Fluency Graphs on individual students

**Plan to Monitor Effectiveness of Implementation of G6.B2.S1** `7`

Check data folders with fluency graphs

**Person Responsible**

Stephanie Bumm

**Schedule**

Monthly, from 10/3/2016 to 5/26/2017

***Evidence of Completion***

Graphs

**G6.B3** Students need strategies for decoding multi-syllabic words `2`

🔑 B219151

**G6.B3.S1** Professional development for teachers to learn how to teach students decoding strategies for multi-syllabic words `4`

🔑 S231509

> **Strategy Rationale**
>
> **Action Step 1** `5`
>
> 3-5 professional development
>
> > **Person Responsible**
> >
> > Cindy Fisher
> >
> > **Schedule**
> >
> > On 9/21/2016
> >
> > ***Evidence of Completion***
> >
> > Exit Ticket
>
> **Plan to Monitor Fidelity of Implementation of G6.B3.S1** `6`
>
> Lesson Plans and Intervention formative assessments
>
> > **Person Responsible**
> >
> > Stephanie Bumm
> >
> > **Schedule**
> >
> > Weekly, from 9/26/2016 to 5/22/2017
> >
> > ***Evidence of Completion***
> >
> > Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G6.B3.S1** `7`

Observations of teachers instruction of decoding multi-syllabic words

### Person Responsible

Karen Manzi

### Schedule

Biweekly, from 9/26/2016 to 5/22/2017

### *Evidence of Completion*

Walkthroughs and Lesson Plan Review

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G5.B2.S1.A1 A295983 | Develop master schedule for Media/Technology Classes | Misewicz, Jennifer | 8/1/2016 | Schedule | 8/1/2016 one-time |
| G6.B3.S1.A1 A295990 | 3-5 professional development | Fisher, Cindy | 9/21/2016 | Exit Ticket | 9/21/2016 one-time |
| G1.B1.S1.MA1 M299016 | Coaching | Bumm, Stephanie | 9/14/2016 | Monthly APPLES Logs | 5/3/2017 monthly |
| G1.B1.S1.A1 A295976 | All new APPLES teachers will have classroom management training at the school level | Bumm, Stephanie | 9/14/2016 | Inservice records | 5/3/2017 monthly |
| G6.B1.S2.A1 A295987 | Schedule Schoolwide Professional development in the Sheltered Instructional Observation Protocol... | Manzi, Karen | 8/4/2014 | Inservice Records | 5/3/2017 monthly |
| G2.B1.S1.A1 A295977 | Schedule 5th Grade Classes with the Science Coach for instruction in scientific process | Misewicz, Jennifer | 8/10/2016 | Lesson Plans | 5/15/2017 weekly |
| G6.B1.S1.MA1 M299039 | Journals of new words | Fisher, Cindy | 9/6/2016 | 3-5 grade students will be given a formative assessment monthly on the words | 5/19/2017 weekly |
| G6.B1.S1.A1 A295986 | Each week words will be introduced school wide that address academic vocabulary | Fisher, Cindy | 9/6/2016 | Powerpoint Slides | 5/19/2017 weekly |
| G6.B2.S1.A1 A295989 | Daily Fluency Practice | Bumm, Stephanie | 9/12/2016 | Lesson Plans and Observations | 5/19/2017 daily |
| G2.MA1 M299019 | Standards Based Student Data from Performance Matters | Misewicz, Jennifer | 8/31/2016 | Science Assessments | 5/22/2017 monthly |
| G3.MA1 M299023 | Students till take the STAR Math Assessment and Fluency Assessments | Misewicz, Jennifer | 8/31/2016 | STAR Math and Fluency Assessments | 5/22/2017 quarterly |
| G4.MA1 M299026 | STAR Math | Manzi, Karen | 8/31/2016 | STAR Math Proficiency Reports | 5/22/2017 quarterly |
| G5.MA1 M299037 | STAR Results | Misewicz, Jennifer | 9/6/2016 | increased STAR Results for 4th and 5th grade students | 5/22/2017 quarterly |
| G6.MA1 M299048 | Student STAR reports | Manzi, Karen | 10/30/2015 | Student STAR Data Results | 5/22/2017 quarterly |
| G2.B1.S1.MA1 M299017 | Student Science Assessments | Misewicz, Jennifer | 8/31/2016 | Performance Matters Reports on Science Assessments | 5/22/2017 every-3-weeks |
| G2.B1.S1.MA1 M299018 | Classroom Observations | Manzi, Karen | 8/10/2016 | Classroom Walkthroughs | 5/22/2017 weekly |
| G2.B1.S1.A2 A295978 | P-Sell Curriculum | Manzi, Karen | 8/10/2016 | Use of P-Sell instructional materials in the 5th grade classrooms | 5/22/2017 daily |
| G3.B1.S1.MA1 M299021 | Math Coach will print reports for the lowest 25% to monitor their math fact fluency | Misewicz, Jennifer | 8/31/2016 | Student progress on STAR Math and math fact fluency graphs | 5/22/2017 monthly |
| G3.B1.S1.MA1 M299022 | Teachers and Math Coach will review student mastery data | Misewicz, Jennifer | 8/31/2016 | Student mastery data | 5/22/2017 monthly |
| G3.B1.S1.A1 A295979 | Students will use Math Facts in a Flash on the Computer each day | Manzi, Karen | 8/29/2016 | Computer generated reports | 5/22/2017 daily |
| G4.B1.S1.MA1 M299024 | Principal will review student reports | Manzi, Karen | 8/31/2016 | Star Math Progress and increased math fact fluency | 5/22/2017 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G4.B1.S1.MA1 M299025 | Reports from Math Facts in a Flash | Manzi, Karen | 8/31/2016 | Student proficiency reports | 5/22/2017 biweekly |
| G4.B1.S1.A1 A295980 | Students will be given time daily in the classroom to practice math facts on the computer | Manzi, Karen | 8/17/2016 | Computer Reports | 5/22/2017 daily |
| G5.B1.S1.MA1 M299027 | Observations of New Teacher Instruction | Manzi, Karen | 8/10/2016 | Walk Through and Formal and Targeted Observation Data and STAR data to monitor student growth | 5/22/2017 daily |
| G5.B2.S1.MA1 M299031 | Student Technology Projects | Manzi, Karen | 8/10/2016 | Student Projects | 5/22/2017 quarterly |
| G5.B2.S1.MA1 M299032 | Observation of technology lessons | Misewicz, Jennifer | 8/10/2016 | Media/Technology Lesson Plans | 5/22/2017 weekly |
| G5.B3.S1.MA1 M299033 | Follow Up Support through Coaches | Fisher, Cindy | 9/14/2016 | Observation feedback | 5/22/2017 monthly |
| G5.B3.S1.MA1 M299034 | Exit Ticket from Professional Development | Fisher, Cindy | 9/7/2016 | Classroom instruction/ observations | 5/22/2017 monthly |
| G5.B3.S1.A1 A295984 | Professional Development | Fisher, Cindy | 8/10/2016 | PD agendas and Powerpoints | 5/22/2017 monthly |
| G5.B4.S1.MA1 M299035 | bi-weekly student data checks | Bumm, Stephanie | 9/12/2016 | increased student achievement in fluency | 5/22/2017 biweekly |
| G5.B4.S1.MA1 M299036 | support from coaches | Bumm, Stephanie | 9/12/2016 | fluency graphs for data collection | 5/22/2017 biweekly |
| G5.B4.S1.A1 A295985 | providing 30 minute fluency intervention | Bumm, Stephanie | 9/12/2016 | grade level fluency checks every two weeks | 5/22/2017 daily |
| G6.B3.S1.MA1 M299046 | Observations of teachers instruction of decoding multi-syllabic words | Manzi, Karen | 9/26/2016 | Walkthroughs and Lesson Plan Review | 5/22/2017 biweekly |
| G6.B3.S1.MA1 M299047 | Lesson Plans and Intervention formative assessments | Bumm, Stephanie | 9/26/2016 | Lesson Plans | 5/22/2017 weekly |
| G5.B1.S2.MA1 M299029 | Weekly grade level chair meeting with administration for support | Manzi, Karen | 8/10/2016 | Meeting Minutes | 5/22/2017 weekly |
| G5.B1.S2.MA1 M299030 | Lesson Plan Review | Misewicz, Jennifer | 8/10/2016 | On-Course Lesson Plans | 5/22/2017 weekly |
| G5.B1.S2.A1 A295982 | Plan together as a grade level | Manzi, Karen | 8/1/2016 | Lesson Plans in On-Course | 5/22/2017 weekly |
| G6.B1.S2.MA1 M299040 | Teachers will receive monthly Professional Development in the SIOP model and each grade level will... | Manzi, Karen | 8/25/2014 | STAR results, Reading Assessments | 5/22/2017 monthly |
| G6.B1.S2.MA1 M299041 | 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. | 5/22/2017 weekly |
| G6.B1.S3.MA1 M299042 | Student progress on STAR and STAR EL | Misewicz, Jennifer | 9/6/2016 | Results from the STATE standard report in Reading Renaissance on the vocabulary STANDARD (2.4) | 5/22/2017 quarterly |
| G6.B1.S3.MA1 M299043 | review of lesson plans | Misewicz, Jennifer | 9/6/2016 | lesson plans | 5/22/2017 weekly |
| G6.B1.S3.A1 A295988 | Teachers will use the Flocabulary on-line lessons as a component for teaching academic vocabulary. | Manzi, Karen | 2/1/2016 | Lesson plans and observations | 5/22/2017 weekly |

| 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 🔑 M299015 | Review Discipline Records | Misewicz, Jennifer | 9/14/2016 | Office Discipline Referrals | 5/24/2017 monthly |
| G6.B1.S1.MA1 🔑 M299038 | Formative Assessment | Fisher, Cindy | 9/6/2016 | Assessment Results | 5/26/2017 monthly |
| G6.B2.S1.MA1 🔑 M299044 | Check data folders with fluency graphs | Bumm, Stephanie | 10/3/2016 | Graphs | 5/26/2017 monthly |
| G6.B2.S1.MA1 🔑 M299045 | Fluency Checks | Bumm, Stephanie | 9/19/2016 | Fluency Graphs on individual students | 5/26/2017 weekly |
| G5.B1.S1.MA1 🔑 M299028 | Meet with Mentors and Review Monthly Logs | Misewicz, Jennifer | 8/1/2016 | Meeting Agendas and Logs in True North Logic | 5/29/2017 monthly |
| G5.B1.S1.A1 🔑 A295981 | Assign a mentor and supervise the mentorship through APPLES program. | Misewicz, Jennifer | 8/1/2016 | Monthly Logs | 5/31/2017 weekly |

## V. Professional Development Opportunities

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

**G5.** In 2016-2017, Orange River will increase FSA/ELA reading gains from 47% to 51% according to State Accountability report.

**G5.B3** Need for additional Academic Vocabulary

**G5.B3.S1** Provide Professional Development on strategies for teaching vocabulary

### PD Opportunity 1

Professional Development

**Facilitator**

Cindy Fisher, Stephanie Bumm

**Participants**

All Teachers

**Schedule**

Monthly, from 8/10/2016 to 5/22/2017

**G6.** In 2016-2017, Orange River Elementary will increase the level of achievement of the bottom 25% on the FSA ELA assessment from 47% to 70%.

**G6.B1** Students need more academic vocabulary and background knowledge

**G6.B1.S2** Professional Development for teachers in how to instruct English Language Learners [copy]

### PD Opportunity 1

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

**Facilitator**

District ESOL Department and School Based SIOP coaches

**Participants**

All Certfied Teachers

**Schedule**

Monthly, from 8/4/2014 to 5/3/2017

# VI. Technical Assistance Items

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