

The School District of Lee County

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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. Â§ 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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	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	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	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. Â§ 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. Â§ 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, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attends MTSS Team meetings to collaborate on & monitor students who are struggling, and implements interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

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

Speech-Language Pathologist:

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

Principal/Assistant Principal:

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

School Counselor/Curriculum Specialist:

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

School Psychologist:

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

ESE Teacher/Staffing Specialist:

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

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team and provide staff trainings

Social Worker:

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

ESOL/ELL Representative:

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

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

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. Â§ 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. Â§ 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" 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 will 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 will 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

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.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

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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 Certified 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.