2013-2014 SCHOOL IMPROVEMENT PLAN

Orange River Elementary School

4501 UNDERWOOD DR
Fort Myers, FL 33905
239-694-1258
http://ore.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	89%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
   ◦ Year 1 – declined to D, or first-time graded schools receiving a D
   ◦ Year 2 – second consecutive D, or F followed by a D
   ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
   ◦ Year 1 – declined to F, or first-time graded schools receiving an F
   ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Orange River Elementary School

Principal

Karen Manzi

School Advisory Council chair

Vickie Godfrey

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Karen Manzi	Principal
Kristin Cohen	TIF Lead Teacher
Stephanie Bumm	TIF Lead Teacher
Jennifer Misewicz	Assistant Principal
Lynne Scott	Kindergarten Teacher
Cindy Fisher	Second Grade Teacher
April Ketron	Professional Development
Mimi Smith	3rd Grade Teacher
Kristie Kennedy	Science Resource Teacher
Brianne Romano-Lopez	Curriculum

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Karen Manzi- Principal
Carol Neubert- Member -Teacher
April Ketron- Member- Teacher
Vicky Godfrey- Parent/SAC Chairperson
Lillian Crawford- Parent/Member
Marty Neubert-Community Member

Teri Warren- Parent
Chrissy Krespo- Parent
Fred Morando- Business
Betty Morando-Teacher
Dominigo Fransico-Parent

Involvement of the SAC in the development of the SIP

1.The SAC Committee reviewed the results of the FCAT 2013 results, 2013 academic targets, 2013 targets met, and 2014 targets. Members of the SAC Committee worked on the School Improvement Plan.

Activities of the SAC for the upcoming school year

1.The SAC will assist in reviewing the results of any needs assessments conducted by the school administration and/or School Advisory Council subcommittee(s).
2.The SAC will assist in reviewing and implementing the School Improvement Plan, including such specific
components of the plan as the educational goals and objectives of the school,indicators of school and student progress, and strategies and evaluation procedures to measure student performance.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Karen Manzi		
Principal	Years as Administrator: 13	Years at Current School: 1

Credentials	B.A. Elementary Education M.ED Educational Leadership Certified: Elementary Education, Early Childhood Education, Educational Leadership, ESOL
Performance Record	

Jennifer Misewicz		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.A. Elementary Education M.ED. Educational Leadership E.DS Curriculum and Instruction Certified: Elementary Education, Educational Leadership, Early Childhood Education, ESOL	
Performance Record		

Instructional Coaches

# of instructional coaches
7

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kathy Benjamin		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6
Areas	Mathematics	
Credentials	Elem. Ed. 1-6 BA/Social Behavior/ESOL Certified	
Performance Record		

Kristin Cohen		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Other	
Credentials	Elem.Ed. 1-6, ESOL Endorsed, Masters Elementary Ed.	
Performance Record		

Stephanie Bumm		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Other	
Credentials	Elem.Ed K-6, ESOL Endorsed, Masters Educational Leadership	
Performance Record		

Anne Gross

Full-time / School-based	Years as Coach: 15	Years at Current School: 21

Areas Reading/Literacy

Credentials ESOL/Reading Endorsed, Masters Learning Disabilities

Performance Record

Betty Morando

Full-time / School-based	Years as Coach: 7	Years at Current School: 20

Areas Reading/Literacy

Credentials Elem. Ed. 1-6, ESOL/Reading Endorsed, National Board Certified

Performance Record

Cindy Fisher

Full-time / School-based	Years as Coach: 2	Years at Current School: 7

Areas Reading/Literacy, Other

Credentials BA Early Childhood, PK-6/ESOL Certified

Performance Record

Kristie Kennedy

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas Science

Credentials Elementary K-6, Reading/ESOL Endorsement, Master's Elem. Ed.

Performance Record

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
51, 91%

 # Highly Qualified Teachers
100%

 # certified in-field
56, 100%

 # ESOL endorsed
44, 79%

 # reading endorsed
7, 13%

with advanced degrees
16, 29%

National Board Certified
1, 2%

first-year teachers
4, 7%

with 1-5 years of experience
11, 20%

with 6-14 years of experience
24, 43%

with 15 or more years of experience
17, 30%

Education Paraprofessionals

of paraprofessionals
15

Highly Qualified
15, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
6

receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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) Katie Nettles (peer teacher is Cindy Fisher), 2) Jennifer Rasner (peer

teacher is Cindy Fisher), 3) Sara Rockwell (peer teacher is Kristie Kennedy). 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Orange River Elementary's Leadership team meets weekly to discuss all student academic data taken from Performance Matters. Data is reviewed and students are identified that are falling below expected standards in reading, math, writing, and science. Progress is documented by grade level and class averages of common assessments. Each subgroups' averages are documented and progress toward Annual Measurable Objectives are noted. Item analysis of common assessments are also reviewed to identify standards that need further instruction by class and students. When patterns emerge then professional development is provided for staff in order to improve instructional strategies.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters is a districtwide database that collects and tracks student progress on commmon assessments. In addition, a school database for individual student progress on STAR and Early STAR Reading Renaissance Reports is used to analyze progress in reading over time. This is kept on a school sharepoint site that administration, coaches, and teachers can review. Another system in place is the use of student data binders. Each student sets goals in reading, math, writing, and science. Students keep track of their own progress and are able to explain their own data to others. The combination of these systems assists in monitoring the effectiveness of all instructional supports for students.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the MTSS process for all students. The teams provide training,coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.
The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development regarding the MTSS process and researchbased practices to support the academic and behavioral needs of students.
Parents are notified of the process, invited to meetings and walked through the process with the team at the time of the meeting.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Betty Morando	District Contact
Cindy Fisher	District Contact
April Ketron	Member
Karen Wademan	Member
Sarah Seevers	Member
Pam George	Member
Carol Neubert	Member
Cheryl Ellis	Member
Stephanie Bumm	Member
Karen Manzi	Principal
Jennifer Misewicz	Assistant Principal

How the school-based LLT functions

The LLT meets monthly to continually support and promote schoolwide literacy.The LLT's District Contacts bring literacy/reading information from the curriculum department to the team from the school district each month and assists in the on-going professional development of teachers in literacy.

Major initiatives of the LLT

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

Professional Development for effective use of Close Read and Read Aloud strategies

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers at Orange River received professional development in the area of reading during preschool week provided by the school district. Teachers participate in Professional Learning Communities weekly to analyze and discuss student reading progress and instructional strategies for reading. Every teacher writes lesson plans in the on-line lesson planning software ON- Course. All teachers write language arts lessons in accordance with the CCSS standards or NGSS standards depending on the grade level. All teachers are scheduled to teach a 120 minute literacy block each school day. Each grade level K-5 has coaching support in reading across the curriculum with Lead Teachers and Reading Coaches. In addition, teachers work with students to set and monitor reading goals throughout the school year.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	43%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	39%	38%	No	45%
Hispanic	55%	42%	No	60%
White	69%	49%	No	72%
English language learners	41%	35%	No	47%
Students with disabilities	45%	15%	No	51%
Economically disadvantaged	55%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	28%	40%
Students scoring at or above Achievement Level 4	47	13%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	41	67%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	137	38%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	114	31%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	133	36%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	71	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	10%	14%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	40%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	41%	14%	No	47%
Hispanic	52%	41%	No	57%
White	63%	51%	No	66%
English language learners	40%	37%	No	46%
Students with disabilities	39%	11%	No	45%
Economically disadvantaged	51%	38%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	40%
Students scoring at or above Achievement Level 4	40	11%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	117	49%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	54%	59%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	14%	18%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		
Participation in STEM-related experiences provided for students			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.

Goals Detail

G1. Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Reading Coaches

- Teacher Leaders

- Literacy Team

- Weekly Professional Development

- Abundance of Curriculum

- Paraprofessionals

- Technology Programs that reinforce reading strategies

- Professional Learning Communities

- Common Assessments

- District ESOL Specialists

Targeted Barriers to Achieving the Goal

- The specific needs of our ESOL population are not being met through our core curriculum and district-wide professional development.

Plan to Monitor Progress Toward the Goal

Student achievement gains schoolwide

Person or Persons Responsible
Administration, Classroom teacher, Leadership team, Coaches

Target Dates or Schedule:
Monitoring student performance daily through observation, classwork, common assessments

Evidence of Completion:
Performance Matters, data, common assessments, student portfolio, report cards, FCAT results, STAR data, CELLA

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.

G1.B1 The specific needs of our ESOL population are not being met through our core curriculum and district-wide professional development.

G1.B1.S1 Implement with fidelity the following ELL software to assist LY students with English Vocabulary, Reading, Math, and Science skills: a)Identified ELL Students in Kindergarten will implement English in a Flash Program in order to learn English Vocabulary 15 minutes daily. b) ELL Compass Learning for identified ELL students will be implemented for students in 1st and 2nd Grade 15 minutes daily. c) Imagine Learning for identified ELL students will be implemented in 3rd, 4th, and 5th grade. Students will use program for 15 minutes daily.

Action Step 1

PD on implementation of English in a Flash program for Teachers, PD on Read Aloud and Close Reads, PD on Kagan Strategies to utilize daily in classroom to increase learning

Person or Persons Responsible

Reading Coaches, TIF Teachers, LCSD ESOL Coaches, Classroom Teachers

Target Dates or Schedule

Professional Development (PD) trainings will be planned monthly and implemented weekly through weekly PD/staff trainings.

Evidence of Completion

Inservice Reports for school, agendas for trainings, and courseware reports for monitoring students

Facilitator:

Reading Coaches, TIF Teachers, LCSD ESOL Coaches, Classroom Teachers

Participants:

Teaching Staff

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

Classroom Walkthroughs, Push-in and Co-teaching models, Observations and Coaching

Person or Persons Responsible

Administration, Reading Coaches, TIF Teachers, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Inservice Reports, Lesson Plans, Documented Classroom Walkthroughs, TIF Teacher Daily Logs, Courseware reports

Plan to Monitor Effectiveness of G1.B1.S1

Performance Matters data from Common Grade Level Reading Assessments, STAR reading data input on Sharepoint for individual students, Administration documented walk-throughs.

Person or Persons Responsible

Administration, PLC Grade Level Teams, Classroom Teachers

Target Dates or Schedule

PLC grade level teams meet weekly to discuss latest data to analyze and monitor instructional strategies. PLC leadership team meets weekly to discuss data, trends and direction of school-wide or grade level needs.

Evidence of Completion

Student progress based on report cards, STAR growth reports, Performance Matters Item Analysis reports, FCAT results, CELLA

G1.B1.S2 Teachers will attend professional development to implement Read Aloud/Close Read strategies for teaching vocabulary and comprehension in all subject areas.

Action Step 1

Teachers will be trained to use the Read Aloud "Close Read" strategy to teach vocabulary and comprehension

Person or Persons Responsible

Teachers in Grades K-5, Reading Coaches, and Media Specialist

Target Dates or Schedule

Teachers will plan lessons to use the Read Aloud/Close Read strategies with purpose for students in grades K-5. Teachers will use the Read Alouds/Close Reads to engage students in reading, listening, speaking, and writing activities throughout the school week. Teachers will use this strategy each week of school.

Evidence of Completion

Lesson plans, observations, and student work samples

Facilitator:

Jennifer Misewicz, Assistant Principal, Mimi Smith- Teacher

Participants:

All teachers in grades K-5

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Implementation of Close Reads/Read Alouds

Person or Persons Responsible

Administration, Leadership Team, TIF teachers, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan comments, classroom walkthrough documentation

Plan to Monitor Effectiveness of G1.B1.S2

Implementation of Close Reads/Read Alouds

Person or Persons Responsible

Administration, Leadership Team, TIF Teachers, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan comments, classroom walkthrough documentation, FCAT scores, STAR reports, report cards

G1.B1.S3 Teachers will attend professional development to use Cooperative Learning Kagan strategies daily in classrooms.

Action Step 1

Teachers will use Kagan Cooperative Learning Structures and Strategies to engage all children in the learning process

Person or Persons Responsible

Kagan Coaches

Target Dates or Schedule

Weekly Training/Demos at Staff Meetings

Evidence of Completion

Observations

Facilitator:

Cynthia Fisher Stephanie Bumm

Participants:

All teachers in Grades K-5

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Use of Kagan Structures/Strategies in the classroom

Person or Persons Responsible

Administration, Kagan Coaches

Target Dates or Schedule

Biweekly

Evidence of Completion

Observations of student engagement in a cooperative learning structure

Plan to Monitor Effectiveness of G1.B1.S3

Classroom Walkthroughs, Documented Coach Logs

Person or Persons Responsible

Administration, Kagan Coaches

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Documented observations of student engagement in a cooperative learning structure

G1.B1.S4 All teachers will attend professional development to integrate Science, Social Studies, Reading and Language Arts skills in a dedicated 120 minute literacy block daily in every classroom.

Action Step 1

Training for effective and rigorous reading instruction in a 120 minute literacy block

Person or Persons Responsible

All teachers, Reading coaches and Science coach, and support personnel trained in effective use of literacy centers

Target Dates or Schedule

Weekly PLC meetings and monthly staff professional development trainings

Evidence of Completion

In-service sheets, faculty meeting agendas, PLC agendas and notes, classroom walkthroughs, student data folders, STAR reading reports and Common Reading Assessments, FCAT results

Facilitator:

Teacher Leaders, District Personnel, PLC Team Leaders

Participants:

All teaching and paraprofessional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Effective and rigorous 120 minute literacy block

Person or Persons Responsible

PLC team leaders, Administration, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs, PLC meeting notes, Staff Development Agendas and Inservice sheets

Plan to Monitor Effectiveness of G1.B1.S4

Effective and rigorous 120 minute literacy block

Person or Persons Responsible

Administration, PLC team leaders, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs, PLC meeting notes, Staff Development Agendas and In-service sheets, FCAT results

G1.B1.S5 Students will integrate writing skills across the curriculum on a daily basis utilizing PARCC strategies provided by Reading Street series, journal writing and notetaking.

Action Step 1

Provide Staff Development in best practices for increasing writing achievement for all students

Person or Persons Responsible

Administration, Coaches, Leadership Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Staff development sign-in sheets, progress monitoring of student writing, FCAT writing results, samples of student writing

Facilitator:

April Ketron- In-service rep, Writing Trainer

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Writing Achievement

Person or Persons Responsible

Administration, Classroom Teachers, Coaches

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Writing samples, Professional Development In-service sheets, FCAT Writing Results

Plan to Monitor Effectiveness of G1.B1.S5

Student Writing Achievement

Person or Persons Responsible

Administration, Classroom Teachers, Coaches

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom Walkthoughs, Student Writing Samples, FCAT Writing Results

G1.B1.S6 Maximize the use of paraprofessionals and assigned certified district personnel (ESOL Specialists, TIF District Leader, District Math Coach) to work with identified LY or Level 1 and 2 Reading/ Math students by including them in the school's master schedule.

Action Step 1

Schedule paraprofessionals and District personnel to classrooms and students for small group instruction.

Person or Persons Responsible

Administration is responsible for the scheduling.

Target Dates or Schedule

During each school day throughout the year

Evidence of Completion

Schedules, Teachers' lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Monitor schedule and student data

Person or Persons Responsible

Administration, Leadership Team and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign in sheets, lesson plans and student data

Plan to Monitor Effectiveness of G1.B1.S6

Additional instructional personnel

Person or Persons Responsible

Administration, Classroom Teachers

Target Dates or Schedule

During each instructional school day

Evidence of Completion

Classroom observations, Student data folders, test results

G1.B1.S7 Teachers will participate in parent nights for families to bridge the language and academic gaps for all stakeholders.

Action Step 1

Math Night, Student-Led Conferences, WGCU Curious Kids, STEM Night, Academic Musical Performances

Person or Persons Responsible

Administration, Classroom teachers, Coaches, District Personnel, Community Resources

Target Dates or Schedule

Througout the school year

Evidence of Completion

School Calendar, Parent Sign-In Sheets, Photos, District/Administration Attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Implementation of Parent Nights

Person or Persons Responsible

Administration, Faculty, Coaches, District Personnel, Community Resources

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Parent Sign-in sheets, photos, Published events in Lee County News and Notes (online publication), School website, Parent-link, School front signage, Written reminder notes home, school newsletter

Plan to Monitor Effectiveness of G1.B1.S7

Implementation of Parent Nights

Person or Persons Responsible

Administration, Faculty, Coaches, District Personnel, Community Resources

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Parent Sign-in sheets, photos, Published events in Lee County News and Notes (online publication), School website, Parent-link, School front signage, Written reminder notes home, school newsletter

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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
Love and Logic Adult Classes
Health:
Fresh Fruits and Vegetables Program (grant)

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.

G1.B1 The specific needs of our ESOL population are not being met through our core curriculum and district-wide professional development.

G1.B1.S1 Implement with fidelity the following ELL software to assist LY students with English Vocabulary, Reading, Math, and Science skills: a)Identified ELL Students in Kindergarten will implement English in a Flash Program in order to learn English Vocabulary 15 minutes daily. b) ELL Compass Learning for identified ELL students will be implemented for students in 1st and 2nd Grade 15 minutes daily. c) Imagine Learning for identified ELL students will be implemented in 3rd, 4th, and 5th grade. Students will use program for 15 minutes daily.

PD Opportunity 1

PD on implementation of English in a Flash program for Teachers, PD on Read Aloud and Close Reads, PD on Kagan Strategies to utilize daily in classroom to increase learning

Facilitator

Reading Coaches, TIF Teachers, LCSD ESOL Coaches, Classroom Teachers

Participants

Teaching Staff

Target Dates or Schedule

Professional Development (PD) trainings will be planned monthly and implemented weekly through weekly PD/staff trainings.

Evidence of Completion

Inservice Reports for school, agendas for trainings, and courseware reports for monitoring students

G1.B1.S2 Teachers will attend professional development to implement Read Aloud/Close Read strategies for teaching vocabulary and comprehension in all subject areas.

PD Opportunity 1

Teachers will be trained to use the Read Aloud "Close Read" strategy to teach vocabulary and comprehension

Facilitator

Jennifer Misewicz, Assistant Principal, Mimi Smith- Teacher

Participants

All teachers in grades K-5

Target Dates or Schedule

Teachers will plan lessons to use the Read Aloud/Close Read strategies with purpose for students in grades K-5. Teachers will use the Read Alouds/Close Reads to engage students in reading, listening, speaking, and writing activities throughout the school week. Teachers will use this strategy each week of school.

Evidence of Completion

Lesson plans, observations, and student work samples

G1.B1.S3 Teachers will attend professional development to use Cooperative Learning Kagan strategies daily in classrooms.

PD Opportunity 1

Teachers will use Kagan Cooperative Learning Structures and Strategies to engage all children in the learning process

Facilitator

Cynthia Fisher Stephanie Bumm

Participants

All teachers in Grades K-5

Target Dates or Schedule

Weekly Training/Demos at Staff Meetings

Evidence of Completion

Observations

G1.B1.S4 All teachers will attend professional development to integrate Science, Social Studies, Reading and Language Arts skills in a dedicated 120 minute literacy block daily in every classroom.

PD Opportunity 1

Training for effective and rigorous reading instruction in a 120 minute literacy block

Facilitator

Teacher Leaders, District Personnel, PLC Team Leaders

Participants

All teaching and paraprofessional staff

Target Dates or Schedule

Weekly PLC meetings and monthly staff professional development trainings

Evidence of Completion

In-service sheets, faculty meeting agendas, PLC agendas and notes, classroom walkthroughs, student data folders, STAR reading reports and Common Reading Assessments, FCAT results

G1.B1.S5 Students will integrate writing skills across the curriculum on a daily basis utilizing PARCC strategies provided by Reading Street series, journal writing and notetaking.

PD Opportunity 1

Provide Staff Development in best practices for increasing writing achievement for all students

Facilitator

April Ketron- In-service rep, Writing Trainer

Participants

All teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Staff development sign-in sheets, progress monitoring of student writing, FCAT writing results, samples of student writing

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains schoolwide by focusing on effective instructional strategies for maximum student learning in all subject areas.

G1.B1 The specific needs of our ESOL population are not being met through our core curriculum and district-wide professional development.

G1.B1.S5 Students will integrate writing skills across the curriculum on a daily basis utilizing PARCC strategies provided by Reading Street series, journal writing and notetaking.

Action Step 1

Provide Staff Development in best practices for increasing writing achievement for all students

Resource Type

Professional Development

Resource

Teachers will be trained in how to effectively teach students writing skills, writing across the curriculum, resources to use for effective teaching of writing,and how to evalute student writing

Funding Source

Title II

Amount Needed

$5,000