



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Orange City Elementary School**

555 E UNIVERSITY AVE

Orange City, FL 32763

386-775-5215

<http://myvolusiaschools.org/school/orangecity/pages/default.aspx>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 80%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 31%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> D	<b>2010-11</b> C	<b>2009-10</b> C
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## SIP Authority and Template

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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.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>20</b>
<b>Goals Detail</b>	<b>20</b>
<b>Action Plan for Improvement</b>	<b>22</b>
<b>Part III: Coordination and Integration</b>	<b>29</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>31</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>34</b>

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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
Prevent	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Orange City Elementary School

##### Principal

Carrie Crkvenac

##### School Advisory Council chair

Leah Lucy / Mercedes Booth

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

Name	Title
Andrea Hall	Assistant Principal
Virginia Freeman	Math Coach
Michele Goble	Reading Coach
Leah Lucy	Academic Intervention
Carrie Crkvenac	Principal

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### 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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Chair Mercedes Booth and Leah Lucy

SAC Members: Heather Williams, Sandra Senn, Phil Sheehan, Angie Vogelzang, Deanna Matzinger, Alexis Goble, Brandy Johnston, Melissa Evers, Kourtnei Rackard, Gillian Gauvin, David Bohner, Marcia Wood, Jereme Brown, Brandon McCarthy

#### Involvement of the SAC in the development of the SIP

The SAC committee reviews the data from the previous school year and helps to determine what barriers exist to prevent us from reaching targets. Strategies to implement that can help the school make progress. Public input is collected and shared before the School Improvement Plan is finalized.

**Activities of the SAC for the upcoming school year**

SAC conducts meetings monthly. At our meetings, the committee will identify strengths and weaknesses of our school, discuss the Title I budget, facilities, safety, and minutes from the DAC meeting. SAC will have a district representative visit to discuss district initiatives. In the Spring, SAC will review the climate surveys to brainstorm needs of the school. In April/May, SAC will hold elections for the upcoming committee.

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

Cost of Art Conference for Art Teacher \$180  
Kindergarten Conference \$300  
New White Boards for teachers (student response) \$100

**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:**

<b>Carrie Crkvenac</b>		
Principal	Years as Administrator: 9	Years at Current School: 2
<b>Credentials</b>	BS Elementary Education MS Educational Leadership Certifications: Elementary Education, English 5-9, ESE (K-12), Education Leadership, ESOL Endorsement Gifted Endorsement	
<b>Performance Record</b>	2012-C School, (49%R, 42% M; 49% R, 68%M; 67%R, 69%M)* 2011-B School, (51%R, 50%M; 67%R,71%M; 75%R,71%M)* 2010-C School, AYP 85% (72% R/54% M; 65% R/ 41% M; 66% R/46% M)* 2009-C School, AYP 79% (75% R/64% M; 55% R/43% M; 49% R/ 54% M)* 2008-B School, AYP 95% (78% R/70% M; 71% R/54% M; 66% R;53% M)* 2007-C School, AYP 85% (71% R/68% M;55% R/56% M; 49% R/ 65% M)* 2006-A School, AYP 100% (84% R/86% M; 69% R/72% M; 59% R/67% M)* 2005-A School, AYP 100% (86% R/89% M; 77% R/76% M,79% R *(Proficient Reading/Math; Learning Gains R/M; Lowest Quartile R/M)	

<b>Andrea Hall</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	BS Elementary Education MS Educational Leadership Certifications: K-6 Elementary, K-12 Educational Leadership	
<b>Performance Record</b>		

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Virginia Freeman</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.S. Specific Learning Disabilities, M.S. Varying Exceptionalities, Ed.S. Curriculum and Instruction. Certifications: Ed. Leadership, Primary/PreK, Elementary Education, K-12 ESE, ESOL Endorsement	
<b>Performance Record</b>		

<b>Michele Goble</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.A. Early Childhood Education Certifications: Elementary K-6, English 6-12, Reading Endorsement, ESOL Endorsement	
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	47
<b># receiving effective rating or higher</b>	47, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	, 0%
<b># ESOL endorsed</b>	28, 60%
<b># reading endorsed</b>	14, 30%
<b># with advanced degrees</b>	12, 26%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	4, 9%
<b># with 1-5 years of experience</b>	12, 26%

**# with 6-14 years of experience**

18, 38%

**# with 15 or more years of experience**

13, 28%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

New teacher "Roadrunner Rookies" meetings led by the academic coaches and the administrators meet weekly in the beginning of the year and gradually decrease to monthly during the year.

New teachers are also provided a mentor of "new teacher buddy" to assist them with questions and concerns.

Staff development opportunities (school wide and individualized) are led by the academic coaches, administrators and/or grade level chairs.

Peer observations allow teachers to witness quality teaching in another classroom. Coaches and administrators organize, schedule observations and provide classroom coverage.

PLCs or Professional Learning Communities are established to assist teachers in growing professionally and utilizing/analyzing data in an effective and non threatening manner.

Local business partners provide materials or support to classroom projects and are organized through the business partner coordinator.

**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**

New teachers are assigned a mentor for their first year. The mentor teacher is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time reading coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A full time math coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A PAR (Peer Assistance Review) teacher is assigned to each new teacher. The PAR assists, mentors, and evaluates the new teacher, or any

teacher requesting the services of the PAR, to provide support and develop areas that need growth. An IS-TOA, or instructional support teacher on assignment visits the school several days a week and assists classroom teachers in delivering quality instruction.

### **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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The Principal, Assistant Principal, Academic Coaches, PST Chair, School Psychologist, Curriculum Chairs, Guidance Counselor, Social Worker, Speech Pathologist work together and share responsibilities as a team to implement the MTSS and the SIP. The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports.

#### **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**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and

FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/ interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle and Achievement Series will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 1,800

Utilizing the research based I-diagnose software, targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a tutor (certified teacher) in a 2 to 1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and they also spend 30 minutes in an individualized tutoring session with the teacher tutor.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through the computer program that students use during the tutoring session. They are able to use the program 30 minutes per tutoring session. The prescribed program on the computer allows students to work on individualized areas needing support and receive direct instruction from the tutor for 30 minutes during each session. Classroom data can also be analyzed for growth as well as district assessments on achievement series.

**Who is responsible for monitoring implementation of this strategy?**

Ms. E. Bowen, guidance counselor, is the chair of the STAR tutoring program.

**Strategy:** Before or After School Program**Minutes added to school year:** 720

Students will be targeted for academic tutoring in reading and math. Students are selected based on need and receive direct support from a tutor (certified teacher) in a small group setting. Students spend the time in small groups working on specific skills in areas where they show a deficit.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Teacher tutors will collect data on student progress. Classroom assessment data will be reviewed through grade level PLCs to determine if the tutoring is effective or if tutoring sessions need to be adjusted.

**Who is responsible for monitoring implementation of this strategy?**

Ms. Lucier is the chair of this tutoring program. Teacher/tutors will also be responsible

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Carrie Crkvenac	Principal
Andrea Hall	Assistant Principal
Michele Goble	Reading Coach
Leah Lucy	Intervention Teacher
Cassandra Stewart	Media Specialist
Rhonda Adams	ESE Resource

### How the school-based LLT functions

Our school based Literacy Leadership Team meets at least four times a year. The LLT utilizes data to determine literacy needs at our school. With this information, they create and implement strategies to increase literacy skills and give the students a passion for literacy.

### Major initiatives of the LLT

Monthly schoolwide DEAR time, Book Swap, Young Author's Conference, Celebrate Literacy Week, Celebrity Readers, Reading T-Shirt Day, Read Across America, Book House

## Every Teacher Contributes to Reading Instruction

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

### 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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

### Strategies for improving student readiness for the public postsecondary level

## 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	59%	49%	No	63%
American Indian				
Asian				
Black/African American	31%	19%	No	38%
Hispanic	43%	59%	Yes	49%
White	66%	52%	No	69%
English language learners	42%	44%	Yes	48%
Students with disabilities	35%	21%	No	42%
Economically disadvantaged	52%	45%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	30%	40%
Students scoring at or above Achievement Level 4	55	18%	28%

#### 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	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	32	67%	72%

**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)	24	44%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	31%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	37%	42%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	54	59%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**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	43%	43%	Yes	49%
American Indian				
Asian				
Black/African American	24%	19%	No	32%
Hispanic	33%	37%	Yes	39%
White	47%	45%	No	52%
English language learners	35%	44%	Yes	42%
Students with disabilities	24%	23%	No	32%
Economically disadvantaged	37%	39%	Yes	43%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	29%	39%
Students scoring at or above Achievement Level 4	39	13%	23%

**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	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	128	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	69%	74%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**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	22	23%	33%
Students scoring at or above Achievement Level 4	23	24%	34%

**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)	1		1
Participation in STEM-related experiences provided for students	100	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	61	52%	42%
Students who receive two or more behavior referrals	59	7%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	31	4%	2%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**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**

The school staff, the SAC, and the PTA work together to inform and involve parents and families in their child's education. It is a goal of all stakeholders to make special efforts to engage families in the academic course expectations. The staff strives to provide training to parents to assist their child at home in the learning process.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance in monthly family events	80	13%	23%
Increase attendance in parent to kids literacy workshops	2	5%	10%
Increase parent involvement in parent/teacher conferences	392	72%	80%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** increase students' ability to problem solve using mathematical principles.
- G2.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

## Goals Detail

**G1.** increase students' ability to problem solve using mathematical principles.

### Targets Supported

- 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)
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- personnel
- professional development opportunities
- materials
- curriculum
- instruction
- volunteers

### Targeted Barriers to Achieving the Goal

- Teachers require training/professional development to create math rich environment in their classroom.

### Plan to Monitor Progress Toward the Goal

Student results will be analyzed. Data will be disaggregated by standard to monitor improvement or regression of skills.

### Person or Persons Responsible

Administrators, Academic Coaches, Common Core PLC Members

### Target Dates or Schedule:

Common Core and Grade Level PLC meetings after each unit interim assessment

### Evidence of Completion:

Data notebook

**G2. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- personnel
- professional development opportunities
- materials
- curriculum
- instruction
- volunteers

**Targeted Barriers to Achieving the Goal**

- Students demonstrate difficulty responding to literature and organizing thoughts during reading

**Plan to Monitor Progress Toward the Goal**

Student results will be analyzed. Data will be disaggregated by standard to monitor improvement or regression of skills.

**Person or Persons Responsible**

Administrators, Academic Coaches, Common Core PLC Members

**Target Dates or Schedule:**

Common Core and Grade Level PLC meetings after each unit interim assessment

**Evidence of Completion:**

Data notebook

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** increase students' ability to problem solve using mathematical principles.

**G1.B1** Teachers require training/professional development to create math rich environment in their classroom.

**G1.B1.S1** Provide teachers with Thinking Math Training

#### **Action Step 1**

Provide Thinking Math training opportunities and follow up coaching

#### **Person or Persons Responsible**

Select teachers in K-2 and 3-5

#### **Target Dates or Schedule**

Training completed by December, 2013

#### **Evidence of Completion**

Training Record

#### **Facilitator:**

Michele Goble and Virginia Freeman

#### **Participants:**

Teachers

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

Math Cohort and PLC discussions of Thinking Math Principles. Team planning of Thinking Math lessons for use in their classroom

#### **Person or Persons Responsible**

Teachers, Coaches, Administrators

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

PLC notes, teacher lesson plans

## Plan to Monitor Effectiveness of G1.B1.S1

Student Interim Math Assessments

### Person or Persons Responsible

Grade Level PLC Members, Administrators, Coaches, Teachers

### Target Dates or Schedule

at the end of every math unit of study (4-8 weeks)

### Evidence of Completion

PLC meeting notes

**G1.B1.S2** Provide teachers with learning opportunities in the 5E model of instruction and provide follow up coaching.

### Action Step 1

Provide and encourage participation in learning opportunities and follow up coaching

### Person or Persons Responsible

Academic Coaches, Math Cohort Members

### Target Dates or Schedule

Training to be completed by January, 2014

### Evidence of Completion

training record

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

Math Cohort and PLC discussions of the 5E model

### Person or Persons Responsible

Teachers, Coaches, Administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

PLC notes, teacher lesson plans

## Plan to Monitor Effectiveness of G1.B1.S2

Student Interim Math Assessments

### Person or Persons Responsible

Grade Level PLC members, Administration, Teachers, Coaches

### Target Dates or Schedule

at the end of every math unit of study (4-8 weeks)

### Evidence of Completion

PLC meeting notes

**G2.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

**G2.B1** Students demonstrate difficulty responding to literature and organizing thoughts during reading

**G2.B1.S1** Teachers will teach students how to utilize Thinking Maps to organize information.

### Action Step 1

Train select/new teachers on Thinking Maps. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction

### Person or Persons Responsible

Academic Coaches

### Target Dates or Schedule

Training completed by October, 2013. Coaching and modeling sessions will continue as needed

### Evidence of Completion

coaching log

### Facilitator:

Michele Goble

### Participants:

Teachers not previously trained in Thinking Maps



### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Team Planning/Discussions on Thinking Maps

**Person or Persons Responsible**

Teachers, Coaches

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC/Team Notes

### **Plan to Monitor Effectiveness of G2.B1.S1**

Student Interim Reading Assessments

**Person or Persons Responsible**

Common Core PLC Members

**Target Dates or Schedule**

Every 6 weeks throughout the school year

**Evidence of Completion**

PLC Meeting Notes

**G2.B1.S2** Implement Write From the Beginning and Beyond...Response to Literature with an emphasis on non-fiction text. Provide refresher courses and coaching as needed

**Action Step 1**

Train teachers on response to literature. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction.

**Person or Persons Responsible**

Academic Coaches, Teachers

**Target Dates or Schedule**

Training completed by October, 2013. Coaching and modeling sessions will continue as needed

**Evidence of Completion**

Coaching Log

**Facilitator:**

Instructional Coaches

**Participants:**

Faculty

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

PLC discussions of Response to Literature lessons completed. Team planning of response to literature lessons

**Person or Persons Responsible**

Teachers, Coaches, Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC Notes, Teacher Lesson Plans

## Plan to Monitor Effectiveness of G2.B1.S2

Student Interim Reading Assessments

### Person or Persons Responsible

Common Core PLC Members

### Target Dates or Schedule

Every 6 weeks throughout the school year

### Evidence of Completion

PLC Meeting Notes

## G2.B1.S3 Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards

### Action Step 1

Select staff will work together to discuss which strategies should be taught and plan activities to share with the other staff members to ensure that students are being taught, and using these strategies in their classrooms with fidelity

### Person or Persons Responsible

Common Core Team Leaders and Academic Coaches

### Target Dates or Schedule

biweekly meetings will be held throughout the school year.

### Evidence of Completion

PLC meeting notes, discussions, data

### Facilitator:

Instructional Coach

### Participants:

Faculty

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Administrator Walk Through and Follow Up coaching sessions

**Person or Persons Responsible**

Administrators and Instructional Coaches

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Administrator Walk Through Calendars and Coaching Log

### **Plan to Monitor Effectiveness of G2.B1.S3**

Student Interim Reading Assessments

**Person or Persons Responsible**

Common Core PLC Members

**Target Dates or Schedule**

Every 6 weeks throughout the school year

**Evidence of Completion**

PLC Meeting Notes

## Coordination and Integration

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

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Orange City Elementary include:

\*Academic Coach for the purpose of comprehensive staff development \*Academic Coaches facilitate our parent involvement program \*Reading/Math Intervention Teacher to provide interventions for students in need via a push-in model. \*Writing Intervention Teacher to provide interventions and enrichment for students via a push-in model. \*Supplemental Tutoring before and after school \*Supplemental materials and supplies needed to close the achievement gap \*Supplemental funds for ongoing staff development as determined by the results of FCAT data \*Parents to Kids workshops to teach literacy skills to parents so they can help their children become better readers. \*Instructional technology to assist with closing the achievement gap

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through credit accrual/recovery, tutoring, and summer school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council (MPAC) • Medical Assistance through referrals to outside community agencies • Food Assistance through referrals to food assistance programs The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II: The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success

Title III: The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X Homeless: The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

SAI: The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Orange City Elementary utilizes these resources through the following: • Before/After School Tutoring in Math • Before/After School Tutoring in Reading • Science, Reading, and Math in the AM (SRMAM) Tutoring

Violence Prevention Programs: The school offers the following non-violence and anti-drug programs: • Student mentoring program • Crisis training program • Suicide prevention program • Bullying program and Do The Right Thing Program • Behavior Leadership Team (BLT)

Orange City Elementary offers a variety of nutrition programs including: • Free and Reduced Meal Plan • Wellness Policy School Plan • Health classes • Personal Fitness classes • Running Clubs

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: •

Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school. • Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll. • Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible. • Coordinating the services being provided by Head Start with services in elementary schools. • Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

## 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 students' ability to problem solve using mathematical principles.

**G1.B1** Teachers require training/professional development to create math rich environment in their classroom.

#### G1.B1.S1 Provide teachers with Thinking Math Training

##### PD Opportunity 1

Provide Thinking Math training opportunities and follow up coaching

##### Facilitator

Michele Goble and Virginia Freeman

##### Participants

Teachers

##### Target Dates or Schedule

Training completed by December, 2013

##### Evidence of Completion

Training Record

**G2. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.**

**G2.B1 Students demonstrate difficulty responding to literature and organizing thoughts during reading**

**G2.B1.S1 Teachers will teach students how to utilize Thinking Maps to organize information.**

**PD Opportunity 1**

Train select/new teachers on Thinking Maps. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction

**Facilitator**

Michele Goble

**Participants**

Teachers not previously trained in Thinking Maps

**Target Dates or Schedule**

Training completed by October, 2013. Coaching and modeling sessions will continue as needed

**Evidence of Completion**

coaching log

**G2.B1.S2 Implement Write From the Beginning and Beyond...Response to Literature with an emphasis on non-fiction text. Provide refresher courses and coaching as needed**

**PD Opportunity 1**

Train teachers on response to literature. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction.

**Facilitator**

Instructional Coaches

**Participants**

Faculty

**Target Dates or Schedule**

Training completed by October, 2013. Coaching and modeling sessions will continue as needed

**Evidence of Completion**

Coaching Log



**G2.B1.S3** Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards

**PD Opportunity 1**

Select staff will work together to discuss which strategies should be taught and plan activities to share with the other staff members to ensure that students are being taught, and using these strategies in their classrooms with fidelity

**Facilitator**

Instructional Coach

**Participants**

Faculty

**Target Dates or Schedule**

biweekly meetings will be held throughout the school year.

**Evidence of Completion**

PLC meeting notes, discussions, data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	increase students' ability to problem solve using mathematical principles.	\$3,600
G2.	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.	\$1,500
Total		\$5,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$5,100
Total		\$5,100

### Budget Details

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

**G1.** increase students' ability to problem solve using mathematical principles.

**G1.B1** Teachers require training/professional development to create math rich environment in their classroom.

**G1.B1.S1** Provide teachers with Thinking Math Training

#### **Action Step 1**

Provide Thinking Math training opportunities and follow up coaching

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

\$3,600

**G1.B1.S2** Provide teachers with learning opportunities in the 5E model of instruction and provide follow up coaching.

**Action Step 1**

Provide and encourage participation in learning opportunities and follow up coaching

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G2.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

**G2.B1** Students demonstrate difficulty responding to literature and organizing thoughts during reading

**G2.B1.S1** Teachers will teach students how to utilize Thinking Maps to organize information.

**Action Step 1**

Train select/new teachers on Thinking Maps. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

\$1,500

**G2.B1.S2** Implement Write From the Beginning and Beyond...Response to Literature with an emphasis on non-fiction text. Provide refresher courses and coaching as needed

**Action Step 1**

Train teachers on response to literature. Model lessons and provide coaching sessions to assist teachers in using the Response to Literature program in their instruction.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**