Orange Grove Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Orange Grove Elementary School

10300 65TH AVE, Seminole, FL 33772

http://www.orangegrove-es.pinellas.k12.fl.us

Demographics

Principal: Christine Porter D

Start Date for this Principal: 6/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (63%) 2016-17: B (57%) 2015-16: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Establish leadership and a love of learning.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Porter, Christine	Principal	The Principal is responsible for administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. The position is responsible for the total operational management of the school.
Dority, Jessica	Other	To support the district's curriculum, instruction, assessment, and improvement system for the school community through effective communication and appropriate training.
Mays, Jamie	Teacher, ESE	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
White, Stacey	School Counselor	Provides a comprehensive school-counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor to student ratio and should correspond to the needs and priorities established in the schools and district's counseling program.
Kirchoffer, Kim	Psychologist	Instructional support staff position, which provides comprehensive psychological services for students experiencing learning and behavioral problems and for students exhibiting high-level abilities and talents. Comprehensive psychological services include formal and informal assessment, counseling, behavior management, consultation, research and in-service training.
Grimshaw, Justin	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
Ferguson, Robert	Teacher, K-12	This is an instructional position responsible for guiding and directing the learning experiences of pupils in a group or class within an elementary school.

Demographic Information

Principal start date
Saturday 6/1/2013, Christine Porter D

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

27

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (63%) 2016-17: B (57%) 2015-16: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	67	56	63	64	53	0	0	0	0	0	0	0	343
Attendance below 90 percent	1	5	11	5	5	3	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	4	3	8	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	3	0	4	0	0	0	0	0	0	0	7

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	1	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 7/22/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	47	63	72	52	54	0	0	0	0	0	0	0	320
Attendance below 90 percent	0	5	2	5	2	4	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	7	3	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	47	63	72	52	54	0	0	0	0	0	0	0	320
Attendance below 90 percent	0	5	2	5	2	4	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	7	3	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	76%	54%	57%	70%	53%	55%
ELA Learning Gains	68%	59%	58%	60%	53%	57%
ELA Lowest 25th Percentile	62%	54%	53%	36%	47%	52%
Math Achievement	86%	61%	63%	80%	62%	61%
Math Learning Gains	68%	61%	62%	58%	61%	61%
Math Lowest 25th Percentile	61%	48%	51%	36%	48%	51%
Science Achievement	74%	53%	53%	61%	53%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	71%	56%	15%	58%	13%
	2018	69%	53%	16%	57%	12%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	85%	56%	29%	58%	27%
	2018	72%	51%	21%	56%	16%
Same Grade Comparison		13%				
Cohort Comparison		16%				
05	2019	64%	54%	10%	56%	8%
	2018	67%	50%	17%	55%	12%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	84%	62%	22%	62%	22%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	91%	62%	29%	62%	29%
Same Grade Comparison	-7%					
Cohort Comparison						
04	2019	93%	64%	29%	64%	29%
	2018	87%	62%	25%	62%	25%
Same Grade Comparison	6%					
Cohort Comparison	2%					
05	2019	78%	60%	18%	60%	18%
	2018	72%	61%	11%	61%	11%
Same Grade Comparison	6%					
Cohort Comparison	-9%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	71%	54%	17%	53%	18%
	2018	70%	57%	13%	55%	15%
Same Grade Comparison	1%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	59	45	62	56	40					
HSP	95	69		91	44		73				
MUL	69	54		94	92						
WHT	74	70	57	84	69	55	70				
FRL	67	69	61	81	67	59	69				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	41	18	46	39	38					
HSP	86	53		91	87						
MUL	83			92							
WHT	69	50	33	84	66	52	78				
FRL	69	55	43	81	68	57	70				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	55	67		40	25						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	68	46		82	54						
WHT	70	63	33	80	58	33	63				
FRL	60	55	32	78	58	44	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on 2019 FSA data, our lowest level of performance is Learning Gains among our L25 students in ELA and
Math. We made significant increases in learning gains overall (71% to 76% in ELA; 34% to 62% in ELA L25; 68% to 68% in Math; and 53% to 61% in Math L25), however, the goal continues to be learning gains for ALL students.

ELA: Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback. We also need to consistently assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to-one instruction.

Math: Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to consistently use Purposeful Questions, Number Routines and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks, and/ or "in the moment" student work analysis). We will also use student work to guide the analysis of student learning.

Based on our most current data, 2019-20 Winter MAP, outcomes for primary grades showed Foundational Skills/Language Craft and Structure were the lowest-performing areas in kindergarten, and Foundational Skills was the lowest-performing in area 1st and 2nd-grade students. Contributing factors may include students' level of vocabulary acquisition and/or background knowledge of the text.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our 5th-grade cohort data show a decline of 8% in ELA and 9% in Math from the previous year. The 5th-grade cohort data from 2017-18 also showed a significant decline of 13% in ELA and 15% in Math. The team planned collaboratively with the standards in mind. However, the tasks need to be more aligned with the complexity of the standard. Formative assessments also need to be used more consistently as a means to drive instruction.

The 2019-20 Winter MAP data showed a 21 point drop in 4th-grade math projected proficiency: 94% in 2018 to 73% in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

OGE consistently scores above the state average in ELA and Math. However, 5th grade has the largest gap when compared to the state average when compared to 3rd and 4th grade. Consistent standards-based instruction and levels of complexity contributed to this gap.

ELA: 5th grade was 8% over in 2019 and 12% over in 2018.
ELA: 4th grade was 27% over in 2019 and 16% over in 2018.
ELA: 3rd grade was 13% over in 2019 and 12% over in 2018.

Math: 5th grade was 18% over in 2019 and 11% over in 2018.
Math; 4th grade was 29% over in 2019 and 25% over in 2018.
Math: 3rd grade was 22% over in 2019 and 29% over in 2018.

Which data component showed the most improvement? What new actions did your school take in this area?

We showed the most improvement in learning gains in ELA and Math in all four categories. We placed a major focus on goal setting with every student. We utilized the learning continuum to connect the goals to standards and every child had an action plan to achieve their goals. Plans were routinely monitored and discussed with students. We were also more consistent including students and parents in data chats. We place an increased focus on JRGR and utilized Literacy Footprints.

ELA Learning Gains:
2019 68%
2018 53%
2017 60%
ELA Learning Gains L25:
2019 62%
2018 34%
2017 36%
Math Learning Gains:
2019 68%
2018 68%
2017 58%
Math Learning Gains L25:
2019 61%
2018 53%
2017 36%

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

11 2nd grade students with Attendance below 90%
12 5th grade students achieving Level 1 on 2019 FSA

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA Learning Gains for all students, including L25, by increasing school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks and assessments while addressing unfinished learning.
2. Increase Math Learning Gains for all students, including L25, by increasing school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing unfinished learning. assessments.
3. Implement AVID strategies schoolwide that move the classroom learning environment from teacher-centered to student-centered with rigor.
4. Increase the implementation of culturally responsive instructional strategies with a focus on the 6M's – Meaning, Modeling, Monitoring, Mouth, Movement and Music and Universally Designed Learning.
5. Increase stakeholder familiarity with our new learning management system, Canvas, through increased professional development and regular participation in face to face and/or digital learning depending on student enrollment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 76%, as evidenced by 2018-2019 FSA. We expect our performance level to increase by a minimum of 5%. The gap is occurring due to learning gains are not showing adequate progress.
Measurable Outcome:	The overall percent of students in grades 3-5 performing at or above grade level will increase from 76% to 81%, as measured by the 2020-2021 FSA. The percent of our L25 students making learning gains will increase from 62% to 72% as measured by the 2020-2021 FSA.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Regularly assess (formally and informally) and analyze data in PLC's to tailor instruction as needed (whole group, small group, one-on-one)
Rationale for Evidence-based Strategy:	Our current level of performance is 76%, as evidenced by 2018-2019 FSA. We expect our performance level to increase by a minimum of 5%. The gap is occurring due to learning gains are not showing adequate progress.

Action Steps to Implement

Regularly assess (formally and informally) and utilize data to modify and adjust instruction filling the gaps that may have been missed due to Covid-19.

Person Responsible	Christine Porter (porterch@pcsb.org)

Design lessons that offer multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.

Person Responsible	Christine Porter (porterch@pcsb.org)

Conduct regular PLC's inclusive of "data chats" to review student responses to tasks and plan for instruction (including small groups) based on data.

Person Responsible	Christine Porter (porterch@pcsb.org)

Teachers intentionally plan instruction with the Curriculum Specialist aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through the use of talk, text, technology and student needs.

Person Responsible	Christine Porter (porterch@pcsb.org)

Utilize Literacy Footprints Guided Reading Routine (as well as other small group methods) to meet the different needs of students.

Person Responsible   Christine Porter (porterch@pcsb.org)

Provide multiple opportunities for students to grapple with vocabulary across the literacy block (reading, writing, speaking, listening)

Person Responsible   Christine Porter (porterch@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible   Christine Porter (porterch@pcsb.org)

Teachers will attend professional development in scaffolding, diagnosing and accelerating students learning due to Covid-19 provided by the district.

Person Responsible   Christine Porter (porterch@pcsb.org)

#2. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Based on 2019/2020 Winter MAP scores, 75% of Orange Grove students demonstrated projected proficiency in Reading and 80% demonstrated projected profeciency in Math. Focusing on equity and diversity can increase both buy-in of education and motivation to improve among students in all subgroups. As a result of equity-centered problem solving within an MTSS framework, Orange Grove will continue to develop equity-based teaching and learning practices. A focus on equity will allow us to build relational capacity among teachers and students, empower student voices, and maintain high expectations for all students. Orange Grove staff will continue professional development in equity and will increase the use of equitable practices, including culturally relevant teaching and restorative practices.
Measurable Outcome:	The percent of classrooms conducting weekly restorative circles will increase from 50% to 100% as measured by staff surveys.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Teachers will facilitate restorative circles in their classroom at a minimum of once a week. Circles may be used as a time for sharing ideas and experiences, as a way to make connections to the curriculum, or as a method of conflict resolution.
Rationale for Evidence-based Strategy:	Based on research from IIRC, we will utilize restorative circles as one way of increasing equity and diversity at Orange Grove. Restorative circles have several positive effects. They provide an effective way for teachers to communicate with students, they give students a voice and a platform for expressing their thoughts and feelings, and circles are a constructive way of dealing with conflict in a safe environment that allows many perspectives to be heard.

Action Steps to Implement

1) During pre-school training and throughout the year, professional development will be provided in the area of both Equity and Restorative Practices, including culturally relevant teaching and use of circles. This will be provided by our Equity Champions and our Restorative Practices team. We will implement a minimum of three all staff learning modules.

2) At least once a week teachers will facilitate restorative circles with their class.

3) As part of collaborative planning and PLCs, grade level teams will reflect on restorative circles and share what has been most effective.

4) Teachers will be surveyed periodically to assess use of restorative circles.

5) Ground data conversations in looking at disaggregated data for all ESSA categories in SBLT and PLCs.

6) Monitor, act, and improve the use of CRT strategies in all classrooms using the CRT.

Person Responsible	Christine Porter (porterch@pcsb.org)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	The overall attendance rate for the first three grading periods of 2019/2020 was 95.92% with 20 students absent 10% or more of the time in that period. For the entire 2019/2020 school year, the attendance rate was 95.62% with 29 students absent for 10% or more of the school year. However, this data may not be a true reflection because shift to digital learning and the obstacles it presented due to the Covid-19 pandemic.
Measurable Outcome:	The percentage of students missing 10% or more of the school year will decrease from 8% to 0% as measured by Child Study Team monthly reports.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	We will strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis.
Rationale for Evidence-based Strategy:	We will analyze data at Child Study Team meetings twice a month and at School Based Leadership Team meeting once a month. On a Tier 1, whole-school level, we will educate staff on proper attendance procedures and we will educate parents on the importance of regular school attendance, proper absence reporting procedures, and, in this time of the Covid-19 pandemic, necessary absences due to illness. Furthermore, on this Tier 1 level, we will develop a recognition program for students with exemplary attendance. For students experiencing issues with attendance, we will develop Tier 2/3-level focused strategies to address these issues. This may be done using small group interventions or, if needed, individual interventions that would include conferencing with and educating parents, problem-solving with families, and goal-setting and rewards for students

Action Steps to Implement

1) During pre-school, review proper attendance procedures with staff.
2) In the beginning of the school year, educate families about the importance of regular attendance, proper absence reporting procedures, and necessary conditions for keeping children home from school.
3) Child Study Team will meet twice a month to analyze attendance data and address any attendance issues. This data will also be shared monthly with SBLT and regularly with the staff in order to problem-solve further and gather more input.
4) Develop and implement attendance incentive programs on a Tier 1 level.
5) Problem-solve with teachers and families when issues occur and develop individual plans for improvement.

Person Responsible   Christine Porter (porterch@pcsb.org)

#4. Other specifically relating to Family & Community Engagement	
Area of Focus Description and Rationale:	Based on results from our 2019-20 AdvancedEd survey, we will focus on more effective communication with families and community partners.
Measurable Outcome:	Based on results from our 20-21 AdvancedEd survey, we will receive a 5.0 on effective communication regarding academics, family events, and volunteer opportunities.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Intentionally build positive relationships with families and community partners through effective communication.
Rationale for Evidence-based Strategy:	Communication is essential in order for us to be successful in our collaboration with families and community partners. We will be intentional by providing multiple modes of planned communication for families and volunteers. We will focus on improved use of traditional modes of communication (emails, agenda books, and newsletters), as well as more innovative approaches (social media, School Messenger, Canvas), to inform stakeholders about opportunities to participate in school events.

Action Steps to Implement

Provide families and community partners with an Events Calendar in August describing academic and social opportunities to participate in and volunteer.

Person Responsible	Christine Porter (porterch@pcsb.org)

Parent/Teacher Conferences with each family with a deadline goal of November. Provide academic tools to families in support of their students' achievement at home.

Person Responsible	Christine Porter (porterch@pcsb.org)

Utilize the school website, newsletters, email and social media regularly to share "good news" related to Orange Grove's academic achievements and social events for families and volunteers.

Person Responsible	Christine Porter (porterch@pcsb.org)

Research and implement one new innovative mode of communicating with parents and community to engage with the school.

Person Responsible	Tyler Polston (polstona@pcsb.org)

Develop a family-school partnership action team, including but not limited to our Family-Community Liaison, an Administrator, Parent and classroom teacher.

Person Responsible	Christine Porter (porterch@pcsb.org)

Purposefully involve families with opportunities for them to advocate for their students.

Person Responsible	Christine Porter (porterch@pcsb.org)

#5. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	We had 1 office referral and 5 minor behavior infractions in 2019-20. These numbers are a result of ongoing professional development in Equity, Restorative Practices, and Social-Emotional Learning (SEL) strategies. We utilize a Positive Behavior Intervention System school-wide, focus on positive relationships with students, and maintain high expectations for behavior and academics.
Measurable Outcome:	By the end of the 2020-2021 school year, we will have 0 office referrals and 0 minor behavior infractions.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Evidence-based strategies will include growing our group of Equity Champions, continued implementation of Restorative Practices, PBIS, and Culturally Relevant Teaching with a focus on SEL (Social Emotional Learning).
Rationale for Evidence-based Strategy:	When on-going implementation of Restorative Practices, Social-Emotional Learning, and Culturally Relevant Teaching practices occur, school-wide behaviors will reduce as teachers and staff are equipped with skills and knowledge to meet the socio-emotional needs of children. We will analyze our practices and processes on behavior in SBLT, PLC's, and Leadership Team meetings to develop plans of action based on relevant data.

Action Steps to Implement

During pre-school workshops with teachers, review, explain, and post the school-wide expectations and matrix for Tier 1 in all areas of the school and how they apply to our COVID-19 response.

Person Responsible	Christine Porter (porterch@pcsb.org)

Staff will complete on-going trainings and implement teaching strategies related to Restorative Practices, Culturally Relevant Teaching, AVID, and Equity during the 2020-2021 school year.

Person Responsible	Christine Porter (porterch@pcsb.org)

By the end of the school year, 100% of classroom teachers will use restorative circles a minimum of 1 time per week. Teachers will use skills to teach and reinforce behavior expectations and character traits as described in Tier 1.

Person Responsible	Stacey White (whitesta@pcsb.org)

Use Character Assemblies (once a month) and Healthy Habits (30-minute lessons in the classroom) program to teach and describe the character trait of the month and recognize students that exemplify those traits.

Person Responsible	Stacey White (whitesta@pcsb.org)

Distribute documentation of procedures and clearly defined problem behaviors that emphasize prevention, instruction, and restorative approaches.

Person Responsible	Christine Porter (porterch@pcsb.org)

All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting school-wide that are posted in common areas when doing so.

Person Responsible Christine Porter (porterch@pcsb.org)

By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied and reflect student interests (based on student input).

Person Responsible Tyler Polston (polstona@pcsb.org)

Provide new students to Orange Grove Elementary with a school tour and connection to a peer upon their arrival.

Person Responsible Tyler Polston (polstona@pcsb.org)

#6. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 74% as evidenced by the 2018-2019 SSA. We expect our performance level to increase by a minimum of 5% on the 2021 SSA. The problem/gap is occurring because previous grade-level standards are not transferring to the 5th grade.
Measurable Outcome:	The percent of all students proficient in Science will increase from 74% to 79%, as measured by 2020-21 SSA.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment. Monitor for consistent, effective instruction that promotes student-centered with rigor for all science labs grades 1-5.
Rationale for Evidence-based Strategy:	Our current level of performance is 74% as evidenced in the 2018-2019 SSA. We expect our performance level to increase by a minimum of 5% on the 2021 SSA. The problem/gap is occurring because previous grade-level standards are not transferring to the 5th grade.

Action Steps to Implement

1. All grade levels, regularly assess (formally and informally) and utilize data to modify and adjust instruction.
2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
3. Teachers utilize systemic documents to effectively plan for science units using the 10-70-20 science instructional model (10% set purpose, 70% core, 20% confirm). Include appropriate grade-level utilization of science labs aligned with Standards.
4. Develop/implement/monitor science lab routines for all students in grades 2-5 with the absence of a lab.
5. Conduct and implement a 5th grade standards review plan based on data from the 3rd - 4th-grade Diagnostic Assessment.
7. Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.

Person Responsible	Christine Porter (porterch@pcsb.org)

#7. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our current level of performance is 86% as evidenced in the 2019 FSA. We expect our performance level to increase by a minimum of 5% to 91% as evidenced in the 2021 FSA. The problem/gap is occurring because learning gains are not showing adequate progress.
Measurable Outcome:	The percent of all students performing at or above grade level will increase from 86% to 91% as measured by the 2020-21 Math FSA. The percent of all students making learning gains will increase from 68% to 78% and the L25 students will increase from 61% to 71% as measured by 2020-21 FSA.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	-Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. -Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. -Facilitate mathematics-focused, consistent, and sustained professional development through monthly curriculum meetings and weekly PLCs.
Rationale for Evidence-based Strategy:	Our current level of performance is 86% proficient as evidenced in 2019 FSA. We expect our performance level to increase by a minimum of 5%. The problem/gap is occurring because learning gains are not showing adequate progress.

Action Steps to Implement

1. Teachers collaborate to collect and implement rigorous tasks aligned to each standard, including Mathematics Formative Assessment System (MFAS), Unify Unit Assessments, Rich Mathematical Tasks, and iReady curriculum resources from the Curriculum Guides.

2. Standards-Based Collaborative Planning that ensures feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task. Grade level teams analyze data by grade, class, and students and adjust
instruction as needed.

3. Empower MTLI to facilitate alongside administrators to promote growth of practice and implementation of lessons through curriculum meetings, PLCs, feedback, instructional walks (if appropriate) and/or the use of classroom video.

4. Empower MTLI and teachers to become leaders in mathematics by sharing best practices through co-teaching, opening classrooms for observation, providing time for debriefing/feedback.

5. Based on formative assessment, teachers will address unfinished learning from the previous year as needed.

Person Responsible	Christine Porter (porterch@pcsb.org)

#8. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale:	Our current level of performance for Multiracial students in grades 3-5 is 69% in ELA, 54% in ELA Learning Gains, 94% in Math, and 92% in Math Learning Gains. 100% of our Black students were proficient in 2018-19 as identified by FSA and MAP data.
Measurable Outcome:	The percent of Multiracial students achieving proficiency will increase to 79% in ELA and 95% in Math. 100% of black students in grades 3-5 will be proficient on FSA and make annual learning gains in ELA and Math.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	1. Evidence-based strategies will include growing our group of Equity Champions, continued implementation of Restorative Practices, PBIS, and Culturally Relevant Teaching with a focus on SEL (Social Emotional Learning). *This includes cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. 2. Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of the need for increased professional development in CRT practices. If culturally relevant teaching would occur, the percent of Multiracial students achieving proficiency will increase to 79% in ELA and 95% in Math and 100% of black students will be proficient in ELA and Math.

Action Steps to Implement

1. Teachers will participate in and implement strategies from Restorative Practices.
2. Multiracial students will be academically monitored at SBLT and PLC's.
3. All multiracial students will be involved in an extended day activity (IE Extended Learning, Enrichment, STEM, etc.)

Person Responsible	Christine Porter (porterch@pcsb.org)

#9. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is Silver, as evidenced in Alliance for a Healthier Generation.
Measurable Outcome:	We will reach Gold status by April 2021 as evidenced in the Alliance for Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Christine Porter (porterch@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to support students through purposeful activation and transfer strategies as it relates to personal health.
Rationale for Evidence-based Strategy:	Schools can play an important role in promoting healthy eating habits to children, and ensuring school food provides healthy, balanced, and nutritious meals with the appropriate amount of energy and nutrients pupils need.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individual including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
2. Attend district-supported professional development.
3. Complete Healthy Schools Program Assessment.
4. Develop and Implement Healthy School Program Action Plan.
5. Update Healthy Schools Program Assessment and Apply for Recognition, if applicable.

Person Responsible Christine Porter (porterch@pcsb.org)

#10. Other specifically relating to Gifted	
Area of Focus Description and Rationale:	Our current performance level is 67% of our 5th-grade gifted students met their ELA Projected Growth for Fall to Winter MAP in 2019. We expect our performance level to increase by a minimum of 5%. The gap is occurring due to learning gains are not showing adequate progress.
Measurable Outcome:	The percent of gifted students meeting their ELA projected growth for Fall to Winter MAP in 2020 will increase from 67% to a minimum of 72%.
Person responsible for monitoring outcome:	Andrea Medina (medinaan@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks. Enhance staff capacity to support students through purposeful activating and transfer strategies. Utilize data to organize students to interact with content in manners that differentiate/ scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Our current performance level is 67% of our 5th-grade gifted students met their ELA Projected Growth for Fall to Winter in 2019. We expect our performance level to increase by a minimum of 5%. The gap is occurring due to learning gains are not showing adequate progress.

Action Steps to Implement

1.Teachers intentionally plan for differentiation (using MAP and FSA data) for gifted learners and administrators monitor and provide feedback.
2.Teachers obtain the gifted micro-credentialing and/or the gifted endorsement to better understand how to help gifted learners better activate prior knowledge and to transfer that knowledge to other contexts.
3.Teachers attend professional development on "embedding" creativity in content areas.

Person Responsible	Andrea Medina (medinaan@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our positive school culture and environment at Orange Grove Elementary is a result of a strong continuous collaboration with the Principal, staff, families and community to guide school improvement and decision-making.

In our school, we use a program called, "Orange You Special" which is our positive behavioral approach to intervention and support (PBIS). Students can earn incentives for their class by showing and demonstrating one of our four school-wide expectations: Respect, Responsibility, Honesty, Self-Motivation (aka The Orange Grove Way). In addition to these expectations, our students benefit from our monthly Character Assemblies and Healthy Habits program focused on positive character traits. Students in all grades are nominated by their teachers to be recognized for their academic and character achievements. The regular use of Restorative Practices allow our teachers, students, and staff to build positive and trusting relationships and be responsive to the social-emotional needs of children.

Teachers at our school regular provide input regarding school decisions and participate in leadership teams and weekly Professional Learning Communities (PLCs) to make evidence-based plans for instructional and student improvement. We have a School Advisory Committee (SAC) led by the Principal, whose membership is comprised of parents, staff and community partners. This committee meets monthly to discuss an array of topics related to goals set by the School Improvement Plan to determine its effectiveness. Parents are invited regularly to have coffee & collaboration with the Principal to give informal input and feedback regarding school matters. We also provide frequent opportunities for parents and volunteers to be engaged with our school through a strong partnership between our Community Liaison and the PTA.

Parents are a vital part of our school's success in promoting a positive school culture and environment at Orange Grove. The school Parent Teacher Association (PTA) actively logs over 6,500 hours to help keep our children happy and ready to learn. Together, with teachers and the Community Liaison, The PTA helps our school raise funds and organize for Field Day, Trunk or Treat, Great American Teach-In, Holiday Shop, Family Dinner & Auction, and countless other special events. Local business, churches, and organizations also contribute by funding Adopt-A-Class projects, donating Pack-A-Snacks and general school supplies so students in need do not have to go without.

By offering a variety of special programs and activities, we seek to foster a caring and supportive environment for all students throughout the year. Over half of our students participate in at least one club or extracurricular activities like Student Council, Battle of the Books, Chorus, and Safety Patrol. The Extended Learning Program provides classes before and after school for remediation, enrichment, and wellness. Examples of classes include Ozobot Club, STEM Academy, Tutoring, Bucket Drumming and Yoga. During school, students participate in various monthly celebrations for attendance, academic achievement, and

selection for Citizens of the Month. By doing this, our school offers a well-rounded approach to the academic and social-emotional needs of all our students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA					$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE		2020-21
		140-Substitute Teachers	3021 - Orange Grove Elementary School	School Improvement Funds			$1,500.00
2	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE		2020-21
		239-Other	3021 - Orange Grove Elementary School	School Improvement Funds			$0.00
3	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**					**$0.00**
4	**III.A.**	**Areas of Focus: Other: Family & Community Engagement**					**$0.00**
5	**III.A.**	**Areas of Focus: Other: School Climate/Conditions for Learning**					**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Science**					**$0.00**
7	**III.A.**	**Areas of Focus: Instructional Practice: Math**					**$0.00**
8	**III.A.**	**Areas of Focus: Other: Bridging the Gap**					**$0.00**
9	**III.A.**	**Areas of Focus: Other: Healthy Schools**					**$0.00**
10	**III.A.**	**Areas of Focus: Other: Gifted**					**$0.00**
						Total:	**$1,500.00**