

Pinellas County Schools

Orange Grove Elementary School



2022-23 Schoolwide Improvement Plan

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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: 6/15/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 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	2021-22: A (80%) 2018-19: A (71%) 2017-18: A (63%)
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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<http://www.orangegrove-es.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">48%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">33%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Wilson, Christine	Principal	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
Dority, Jessica	Other	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
White, Stacey	School Counselor	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
Conard, Jeff	Teacher, K-12	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
Hill, Kathleen	Teacher, K-12	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
Bouanene, Christine	Teacher, K-12	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.
Williamson, Heather	Teacher, K-12	Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

Demographic Information

Principal start date

Wednesday 6/15/2022, Christine Porter D

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

384

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	34	47	68	70	58	68	0	0	0	0	0	0	0	345
Attendance below 90 percent	2	8	8	15	14	11	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	4	5	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	5	7	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	0	0	0	0	0	0	0	0	4
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Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Saturday 7/9/2022

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	72	63	70	55	70	65	0	0	0	0	0	0	0	395
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Attendance below 90 percent	2	6	9	9	7	11	0	0	0	0	0	0	0	44
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	3	8	0	0	0	0	0	0	0	15
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	0	4	0	0	0	0	0	0	0	7
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Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	1	1	0	0	0	0	0	0	0	2
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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	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	72	63	70	55	70	65	0	0	0	0	0	0	0	395
Attendance below 90 percent	2	6	9	9	7	11	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	3	8	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	0	4	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	0	0	0	0	0	0	0	2

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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 Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	55%	56%				76%	54%	57%
ELA Learning Gains	80%						68%	59%	58%
ELA Lowest 25th Percentile	65%						62%	54%	53%
Math Achievement	89%	51%	50%				86%	61%	63%
Math Learning Gains	83%						68%	61%	62%
Math Lowest 25th Percentile	75%						61%	48%	51%
Science Achievement	87%	62%	59%				74%	53%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	56%	15%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	85%	56%	29%	58%	27%
Cohort Comparison		-71%				
05	2022					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	62%	22%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	93%	64%	29%	64%	29%
Cohort Comparison		-84%				
05	2022					
	2019	78%	60%	18%	60%	18%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	54%	17%	53%	18%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	55	75	67	67	64	59	77				
HSP	80	87		88	80		80				
MUL	86			92							
WHT	80	79	62	90	84	77	92				
FRL	70	80	63	83	78	75	84				
2021 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 2019-20	C & C Accel 2019-20
SWD	40			54							
HSP	79			89							
MUL	80			80							
WHT	74	75		87	88		82				
FRL	65	55		76	80		70				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	80
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	558
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	66

Students With Disabilities	
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
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	83
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	89
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	81
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	76
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on Winter MAP (Measure of Academic Progress), 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.

Based on Winter MAP (Measure of Academic Progress), 3rd grade needs to focus on Language, Craft, and Structure, and 4th and 5th grades need to concentrate on Key Ideas and Details. We also see vocabulary acquisition and use as a focus in kindergarten - 5th grade.

Based on Winter MAP (Measure of Academic Progress), 3rd and 4th-grade students need to focus on Number and Operations and 5th-grade students need to focus on Operations and Algebraic Thinking.

Nature of Science (scientific method, experiment variables, and empirical evidence) is our focus in kindergarten - 5th grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning gains among our L25 continue to be our primary area of focus in ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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 need to focus on VPK and kindergarten early literacy, as well as provide the necessary resources to intermediate grades to provide targeted instruction to students lacking foundational skills. 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.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2022 FSA data, we showed the greatest increase in Learning Gains in ELA from 68% in 2021 to 80% in 2022 and in math from 64% in 2021 to 84% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Extended Learning Programs: Additional before and after school to provide targeted instruction for students in small group settings. We also focused on specific students lacking foundational skills in 3rd - 5th grade and provided intense, small group instruction on phonics instruction.

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 and student-led conferences.

IMPLEMENTED AND CONTINUE:

Collegial Coaching: Empower math teacher leaders and literacy teacher leaders to support / coach colleagues.

Standards-Based Collaborative Planning utilizing Learning Boards:

- Create daily learning targets that state the purpose for learning and identify critical content.
- Clarify the high yield instructional strategy.
- Clarify the evidence to ensure it is aligned to the rigor of the grade level standard.
- Align Resources to Standards.
- Plan to Close the Achievement Gap Using Data.

Conditions for Learning:

- Maintain a student-centered pedagogy where students have increasing autonomy and responsibility for their own learning (AVID / Culturally Relevant Teaching).
- Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students (SEL).

What strategies will need to be implemented in order to accelerate learning?

Increase school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing deficits in ELA.

Increase school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing deficits in Math.

Implement AVID strategies schoolwide that move the classroom learning environment from teacher-centered to student-centered with rigor.

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.

Increase family and community engagement opportunities to support learning.

Increase extended day opportunities targeted specifically to address unfinished learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will continue to attend professional development in scaffolding, diagnosing, and accelerating students learning. We are also placing a strong emphasis in foundational skills schoolwide.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are placing a strong emphasis on early literacy and foundational skills in VPK and kindergarten. Our goal is to have every kindergarten student 100% ready for 1st grade. We are also striving to identify our 3rd - 5th graders lacking the foundational skills needed to comprehend and target intense instruction based on their gaps.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Based on Reading Winter MAP (Measure of Academic Progress), primary grades showed a need in Foundational Skills/Language Craft and Structure in kindergarten, and Foundational Skills 1st and 2nd-grade students. 3rd grade needs to focus on Language, Craft, and Structure, and 4th and 5th grades need to concentrate on Key Ideas and Details. We also see vocabulary acquisition and use as a need in kindergarten - 5th grade. 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.</p> <p>Based on Math Winter MAP (Measure of Academic Progress), 3rd and 4th-grade students need to focus on Number and Operations and 5th-grade students need to focus on Operations and Algebraic Thinking. 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.</p> <p>Nature of Science is our focus in kindergarten - 5th grade. Contributing factors include a lack of consistency with the scientific method, experiment variables, and empirical evidence. We need to focus on standards articulation in vertical PLC's.</p> <p>Based on 2022 FSA Data, our black subgroup was 56% proficient in ELA and 67% proficient in Math. Our Multiracial subgroup was 86% proficient in ELA and 93% proficient in Math. Contributing factors include the need for increased professional development in CRT practices and AVID to create a more engaging curriculum.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Proficiency in English Language Arts will increase by 5% from 2021-22 FSA (79%) to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).</p> <p>Proficiency in Mathematics will increase by 5% from 2021-22 FSA (89%) to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).</p> <p>Proficiency in Science will increase from 87% to 93% as measured by SSA (Science State Assessment).</p> <p>Proficiency among our Black and Multiracial subgroups will increase by 5% from 2021-22 FSA to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the</p>	<p>This Area of Focus, Instructional Practice specifically related to Stands-Aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.)</p>

desired outcome.

Person responsible for monitoring outcome:

Christine Wilson (wilsonchristin@pcsb.org)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Gain a deep understanding of the B.E.S.T./NGSSS as a non-negotiable for improving student outcomes.
2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
3. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy.

We are transitioning from the Florida State Standards to the B.E.S.T. Standards (Benchmarks for Excellent Student Thinking.) We will use the B.E.S.T. Standards for all instruction.

Describe the resources/ criteria used for selecting this strategy.

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 in ELA, Math, and Science.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Become familiar with the design in order to understand what students are expected to master.

Person Responsible

Christine Wilson (wilsonchristin@pcsb.org)

2. Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible Christine Wilson (wilsonchristin@pcsb.org)

3. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible Christine Wilson (wilsonchristin@pcsb.org)

#2. Positive Culture and Environment specifically relating to Healthy Schools

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 7 out of 9 topics for healthy generation award recognition, as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Orange Grove will focus initiatives on the Health Education and Nutrition and Food Access topic to become eligible for the National Healthy Schools Award in these topic areas, while also maintaining eligibility status in 7 of the other topics on the Alliance for a Healthier Generation’s Thriving Schools Integrated Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Healthy School Team will meet a minimum of four times throughout the year to monitor the progress toward meeting the nine goals. We will adjust our strategies as needed.

Person responsible for monitoring outcome:

Christine Porter (porterch@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Enhance staff capacity to support students through purposeful activation and transfer strategies as it relates to personal health.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

[no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 FSA Data, our SWD subgroup was 41% proficient in ELA, 57% proficient in Math, and 50% proficient in Science. Contributing factors include the need for more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in English Language Arts will increase by 5% from cycle 1 to cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 5% from cycle 1 to cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus, ESSA Subgroup specifically relating to Students with Disabilities, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.)

Person responsible for monitoring outcome:

Christine Wilson (wilsonchristin@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Instruct students with disabilities in foundational skills necessary to engage in rigorous, grade-level content.
2. Create a schedule that maximizes ESE student participation in the least restrictive environment.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing deficits in ELA, Math, and Science.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide instruction that is aligned to student’s IEP goals and specially designed to meet the student’s unique needs.

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills.

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.

Person Responsible

Christine Wilson (wilsonchristin@pcsb.org)

2. Place students requiring ESE services in master schedules first to optimize service delivery, focusing on a clustering process to meet student needs.

Collect and interpret data from multiple sources to track the use of accommodations while progress monitoring achievement utilizing instruments aligned to the targeted area.

Person Responsible

Christine Wilson (wilsonchristin@pcsb.org)

#4. Positive Culture and Environment specifically relating to Gifted / Enrichment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Implement a Gifted Program to provide services that meet the needs of gifted students based on their Education Plans and The Florida Framework for Gifted Learners to ensure academic success. Contributing factors include staff's lack of ability to engage students in complex tasks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of gifted students scoring a Level 4 or 5 in ELA will increase from 88% to 93% and in MATH will increase from 91% to 96% as measured by the FSA 2022-2023 assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District testing and classroom grades will be utilized to monitor for desired outcome.

Person responsible for monitoring outcome:

Andrea Medina (medinaan@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor testing data and trends for gifted learners.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy is used as a Best Practice for gifted learners.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Orange Grove Elementary will do this by expecting teachers to intentionally plan for differentiation (using testing data) for gifted & talented learners

Person Responsible

Andrea Medina (medinaan@pcsb.org)

Orange Grove Elementary will invite the gifted department onto campus to facilitate PD around gifted pedagogy that is good for all learners.

Person Responsible

Andrea Medina (medinaan@pcsb.org)

#5. Positive Culture and Environment specifically relating to A.V.I.D.

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our AVID CCI (Coaching and Certification Instrument) indicates that we are meeting 32 out of 40 AVID Implemented Expectations.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will strive to meet the 40 out of 40 AVID Expectations on our 2022-23 AVID CCI.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

AVID site team will meet 4 times a this school year to review our progress. AVID Site Team members will attend monthly SIP Teams meetings to assure that AVID Instruction, Systems, Leadership and Culture are delivered in all instructional areas.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

AVID is related to all areas of instruction school-wide, we will utilize the AVID WICOR strategies in all subjects with specific focus on Writing and Inquiry skills this school year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

AVID's WICOR strategies provide a learning model that educators can use to guide students in comprehending and articulating ideas at increasingly complex levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement and monitor the use of routine writing in all content areas; including Learning Logs, Quick Writes, Annotating the text, Creating One Pagers, Reflection prompts, DLIQ and/or KWLA charts.
2. Increase Inquiry using Costa's Levels of Thinking, collaborative group roles, Use of language of WICOR strategies, Use WICOR across grade levels.

Person Responsible

[no one identified]

#6. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilson, Christine, wilsonchristin@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA	Wilson, Christine, wilsonchristin@pcsb.org
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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our PBIS (Positive Behavior Intervention and Supports) school-wide behavior program is the primary way we build a positive school culture at Orange Grove. During our pre-school training in August, we will have professional development for staff regarding this program. This includes training on our School-Wide Expectations and Rules, Classroom behavior systems, our school-wide positive reward program, and dealing with discipline. When the school year begins, teachers and administrators will dedicate time to teaching students and families about PBIS, classroom procedures, and expectations.

We also intend to build a positive school culture by building equity and strengthening the community of our classrooms and school. This is done in several ways. First, we will use Restorative Practices techniques to build relationships and address problems. Teachers are expected to conduct at least two Restorative

Practices circles each week. These circles should be a chance for each student to share, listen, and make connections. When problems arise, teachers and staff can use class meetings or restorative questioning to resolve the issues. Second, communication between the school and parents is a priority. Families will receive weekly emails that highlight initiatives, goals, recommendations, and upcoming events. Throughout the year, parents will have the opportunity to attend several events to learn about curriculum and academic expectations. Teachers use a variety of methods to keep open, two-way communication with parents. Furthermore, parents are always encouraged to contact the teacher or administrator with questions or concerns. Third, we will build community and culture in our school with our celebrations and recognitions. We have monthly character assemblies where students are recognized for academics, art, music, behavior, character, and other achievements. All students will have several times throughout the year to be recognized in front of the school, staff, and parents.

Finally, we will build positive school culture by improving attendance. In the 2021-2022 school year, 21% of our students had an absence rate of 10% or more. This is a statistic that has been undoubtedly affected by the covid pandemic and the protocols that are now followed. However, it is our goal for 100% of our students present for 90% or more of the school year. Regular daily attendance is crucial for academic achievement, as well as building community between a student and their teachers and classmates. We will have several interventions in place to address absenteeism. All parents will be given information about the importance of regular, daily attendance. Teachers will make contact with parents when students miss school and will refer the student to the Child Study Team when attendance is becoming a problem. Students that continue to struggle will participate in small group interventions with the School Social Worker to address attendance. Students with previous attendance problems will be targeted at the beginning of the year for intervention, including student or parent conferences or incentive programs. Students and classes that achieve attendance goals will receive rewards and recognition to encourage regular attendance.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The teachers and staff in our school set the tone for a positive school environment. Through lessons, communication with families, and modeling, they will be teaching students and families what expectations are followed in order to have a positive school culture and environment. The staff at Orange Grove will use Restorative Practices and the principles of equity to encourage a learning environment that is welcoming to all students.

Parents and families in our school continue the tone of a positive school environment that is set at the school. We ask them to follow the same expectations (respect, responsibility, honesty, and self-motivation) when visiting the school as well as model it for their children outside of school. As academic and behavioral expectations are communicated with parents, they adopt those same expectations for their students. When issues arise, the school staff and parents will ideally work together to help students realign with what is expected. Furthermore, the support and involvement of our parents is an invaluable resource that provides assistance to our school, builds relationships, and strengthens the community and sense of belonging for our students and families.

Students in our school have the role of carrying out our expectations, both academically and behaviorally. Their actions must embody our four school-wide expectations of respect, responsibility, honesty, and self-motivation. Their role is important, as the more students who demonstrate the expectations, the more they become the norm and help to change the behavior of students that are at-risk academically or behaviorally.

Our volunteers and community organizations also support our positive school culture and environment. Our volunteers give their time to assist both students and staff during the school day. They also coordinate community-building extracurricular activities and events. We have mentors that spend time building relationships with students who need an adult advocate. Our community partners provide support through donations of time and resources in order to help our students and schools carry out our initiatives.