

Hillsborough County Public Schools

Orange Grove Middle Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Orange Grove Middle Magnet School of the Arts, success is the expectation. We seek to empower well-rounded individuals through all disciplines. We will create a community of respect and sensitivity while fostering an appreciation of the role of Arts in life. We will accomplish our Vision by:

- * Maintaining a standard of excellence for every student
- * Broadening student experiences in Arts and Academics
- * Promoting a creative and artistic approach to learning
- * Fostering a creative, cooperative environment
- * Providing experience and training in all content areas that goes beyond what is offered in traditional middle school curriculum
- * Encouraging active involvement of students, parents, and the community
- * Embracing the critical role we play in the K-12 Fine Arts Program

This will empower students to become respectful, successful, lifelong learners and productive citizens.

Provide the school's vision statement.

Our vision at Orange Grove is to prepare every student to be successful and creative by promoting high academic standards through an arts integrated approach to learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Miranda, Michael	Principal	Instructional leader and manager of school. Responsible for budget, hiring, schedules, safety, and supervision of students and staff.
Cherry, Cheryl	Reading Coach	Subject Area Leader for ELA department, Literacy Coach for entire school, and SAC Chair. Responsible for improving literacy school-wide by modeling, co-teaching, conducting professional development for staff, and assisting with planning.
Miceli, Darlene	Teacher, K-12	Orchestra teacher, HCTA representative. Responsible for helping lead electives team and acts as a liaison with administration.
Bowles, Bridgette	Teacher, K-12	Subject Area Leader for Math department. Responsible for helping with planning, resources, modeling lessons, tutorials, and implementing strategies to increase math achievement.
Nelson, Tracey	Assistant Principal	Master schedule, testing coordinator, instructional leadership team facilitator
Moragne, Altelio	Behavior Specialist	Progress monitor attendance, behavior, and course performance in helping all students be successful.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The principal actively involved parents, school-based personnel, and instructional leadership to craft the plan based on recent assessment data and school improvement goals. Input was gathered and discussions were ongoing with all stakeholders, with the emphasis on impacting student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards, particularly for students with disabilities (SWD) and in the bottom quartile. There will be ongoing progress monitoring via PM1, PM2, and PM3 assessments in addition to various formative assessments given in the core subject areas. Professional Learning Communities will meet monthly to discuss data and strategies to align planning with state Standards. The SAC will meet monthly to review the School Improvement Plan and make adjustments, as needed. Input will be gathered from all stakeholders.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	15	10	15	40	
One or more suspensions	0	0	0	0	0	0	40	15	15	70	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	16	13	22	51	
Course failure in Math	0	0	0	0	0	0	16	13	22	51	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	64	61	200	
Level 1 on statewide Math assessment	0	0	0	0	0	0	49	57	44	150	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	44	20	18	82	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	20	15	10	45

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	2	3	2	7	
One or more suspensions	0	0	0	0	0	0	2	2	3	7	
Course failure in ELA	0	0	0	0	0	0	35	32	30	97	
Course failure in Math	0	0	0	0	0	0	25	25	30	80	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	28	34	92	
Level 1 on statewide Math assessment	0	0	0	0	0	0	37	33	28	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	36	42	116	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	2	3	2	7	
One or more suspensions	0	0	0	0	0	0	2	2	3	7	
Course failure in ELA	0	0	0	0	0	0	35	32	30	97	
Course failure in Math	0	0	0	0	0	0	25	25	30	80	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	28	34	92	
Level 1 on statewide Math assessment	0	0	0	0	0	0	37	33	28	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	36	42	116	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	49	49	47	50	50	48		
ELA Learning Gains				47			46		
ELA Lowest 25th Percentile				35			29		
Math Achievement*	44	57	56	38	36	36	42		
Math Learning Gains				50			44		
Math Lowest 25th Percentile				58			41		
Science Achievement*	33	44	49	36	52	53	34		
Social Studies Achievement*	61	66	68	69	58	58	54		
Middle School Acceleration	83	84	73	60	51	49	70		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	24	39	40	36	86	76	23		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	4
ELL	36	Yes	1	
AMI				
ASN				
BLK	42			
HSP	56			
MUL	40	Yes	1	
PAC				
WHT	73			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	41			
AMI				
ASN				
BLK	41			
HSP	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	42			
PAC				
WHT	67			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			44			33	61	83			24
SWD	16			20			10	41			4	
ELL	28			37			25	68			5	24
AMI												
ASN												
BLK	33			34			17	47	77		5	
HSP	49			48			51	69	94		6	26
MUL	35			44							2	
PAC												
WHT	73			67			54	95	75		5	
FRL	36			38			27	51	85		6	22

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	47	35	38	50	58	36	69	60			36
SWD	16	34	29	10	36	42	8	38				
ELL	32	39	38	28	48	55	41	54				36
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	33	38	35	26	42	61	27	55	48			
HSP	56	53	39	49	56	44	37	78	74			38
MUL	59	52		19	37							
PAC												
WHT	70	66		63	66		61	88	56			
FRL	43	44	36	33	46	55	28	64	56			38

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	46	29	42	44	41	34	54	70			23
SWD	11	16	18	20	27	25		31				
ELL	36	39	31	38	39	45		64				23
AMI												
ASN												
BLK	37	39	29	29	36	37	19	42	63			
HSP	55	52	24	50	50	47	50	64	81			18
MUL	57	41		36	38							
PAC												
WHT	69	56		68	60		48	76	78			
FRL	43	44	31	37	41	44	28	52	64			25

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	43%	47%	-4%	47%	-4%
08	2023 - Spring	47%	44%	3%	47%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	47%	-7%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	37%	53%	-16%	54%	-17%
07	2023 - Spring	37%	36%	1%	48%	-11%
08	2023 - Spring	53%	57%	-4%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	41%	-8%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	55%	29%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	64%	-3%	66%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA Achievement and Learning Gains

Within the ELA department, 2 teachers were first year teachers and were substitute teachers the prior year, and another teacher was a newer teacher from out of state. Thus, all three teachers struggled mightily with classroom management, planning, and instruction. Trend data indicated there was not consistent alignment with learning tasks to the Standards, true cognitive engagement, and differentiation of instruction.

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

Middle school acceleration. There were students placed in Algebra who were low and mid-level 3's, in addition to turnover with teachers and dissolving the Algebra resource class for support due to master schedule limitations and numbers.

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.

ELA Achievement and Learning Gains

Within the ELA department, 2 teachers were first year teachers and were substitute teachers the prior year, and another teacher was a newer teacher from out of state. Thus, all three teachers struggled mightily with classroom management, planning, and instruction. Trend data indicated there was not consistent alignment with learning tasks to the Standards, true cognitive engagement, and differentiation of instruction.

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

Bottom quartile Math learning gains. Math Resource Coach pulled small groups of students, modeled for teachers, and met with department in Professional Learning Communities to analyze data, provide ongoing resources, and share strategies for assessment and small groups. Math DRT came 2 days/month to help provide support for teachers and students. All Math teachers allowed productive struggle, but utilized teacher-led small groups with ongoing progress monitoring. They also utilized IXL for online tutorial support to target benchmarks and concepts.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance (including tardies) and Behavior (number of students suspended).

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

1. ELA proficiency and learning gains
2. Middle school acceleration points
3. Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment specifically relating to student attendance will focus on improving student attendance in order to positively impact student achievement, particularly with students who are chronically

absent - defined as missing 10% or more of the school year. In Gottfried's 2019 study (Chronic absenteeism in the classroom context: Effects on achievement), "...students who are chronically absent have lower achievement outcomes." (p. 25) "Students in classrooms with a higher percentage of chronic absentees have lower test scores." (p. 26)

Measurable Outcome:

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

The percentage of all students with 90% or higher attendance rate, as measured by EdConnect, will increase

each quarter comparing 2022-2023 to 2023-2024:

Q1 80% to 90%

Q2 73% to 90%

Q3 74% to 90%

Q4 71% to 90%

Monitoring:

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

Student attendance, led by the Student Services team (counselors, success coach, social worker, school psychologist, administration, data processor, secretary 1), will be monitored daily, monthly, and quarterly by analyzing data from EdConnect, and other data sources. The data will be monitored and tracked to look for trends and patterns and used to intervene before chronic attendance can occur. The attendance will be reviewed so attendance plans, for students who are chronically absent, can be adjusted, if necessary. The team will meet weekly to review all data to adjust the SIP's Action Steps and follow-up with parent. The team will share attendance data with the leadership team monthly to inform and employ them in implementing action steps to improve student attendance.

Person responsible for monitoring outcome:

Michael Miranda (michael.miranda@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to Intervention (RtI)

RtI will be focused on strengthening Tier 1, 2, and 3 to improve student attendance, particularly with students with chronic absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using RtI for attendance is to utilize a schoolwide process that supports students at all three

tiers. The following two sources document the effectiveness of RtI:

-John Hattie's Effect Size on Response to Intervention: 1.29

-Kim and Streeter's Strategies and Interventions for Improving School Attendance | Encyclopedia of Social Work (oxfordre.com)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Before the school year begins, outreach to parents of formerly chronically absent students is made to proactively identify family needs that can be met prior to school beginning.

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: 9/1/23

Student Services team will meet weekly to monitor attendance and tardies in Tiers 1, 2, and 3.

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: Weekly May, 2024

School social worker will establish and maintain a consistent and reliable attendance reporting system. Student names will be shared with team weekly. The team will discuss next steps for each student.

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: Weekly May, 2024

Daily Parentlinks for students with an unexcused absence or for an unknown reason are sent.

Monthly schoolwide Parentlinks targeted to students and families with attendance concerns (absences and tardies).

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: Monthly May, 2024

On the fifth, 10th, and 15th absence, a letter is mailed to parents to inform them about the number of absences and the importance of attending school. On the 20th absence, a magnet revocation warning letter will be mailed home from the Principal.

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: 5th, 10th, 15th, and 20th absence

The Student Services Team will ensure appropriate support is provided as soon as barriers are identified (e.g., homelessness, food scarcity, physical/mental health issues, etc.).

The school social worker will contact each family to identify reasons for nonattendance and needed areas of support.

The Student Services Team will develop and communicate, with staff, clear and consistent guidelines for contacting families when Tier 3 students are absent.

Home visits are conducted by the Social Worker and Success Coach. The purpose is to extend care to the family and communicate to identify barriers to attending school. Community agencies that offer resources are partnered with the family following the visit.

Person Responsible: Michael Miranda (michael.miranda@hcps.net)

By When: As needed.

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data, Students With Disabilities (SWD) in grades 6, 7, and 8 performed below level in Prose and Poetry, Reading Across Genres, and informational text as measured by the PM1, PM2, and PM3.

Measurable Outcome:

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

For the SWD subgroup, for grades 6,7,8, 90% or greater will test AT or ABOVE grade level in Prose and Poetry, Reading Across Genres, and informational text as measured by the PM1, PM2, and PM3.

Monitoring:

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

SAL/Literacy Coach, VE teacher, and classroom teachers will progress monitor data from PM assessments and other ongoing formative assessments. Specific students will be discussed and tiered support needed during weekly planning sessions and monthly PLC meetings. Administration, district personnel, and literacy coach will perform walk-throughs to provide feedback and support to teachers.

Person responsible for monitoring outcome:

Cheryl Cherry (cheryl.cherry@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SAL/Literacy Coach will ensure all teachers receive professional development that explains the complexity required to meet the level of the standard for each grade level, including clarifications provided for each standard, including clarifications provided for each standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategies and resources are aligned with HCPS protocols for planning, PLC's, looking at student work, figurative language, literary elements, and structure.

The rationale for using HCPS resources and protocols is to utilize a school-wide process that supports students: The following source documents the effectiveness:

- John Hattie's Effect Size on comprehensive instructional programs for teachers: .72
- John Hattie's Effect Size on elaboration and organization: .75
- John Hattie's Effect Size on vocabulary programs: .62
- John Hattie's Effect Size on deliberate practice: .79
- John Hattie's Effect Size on summarization: .79

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All ELA teachers will include district created resources, including the district created graphic organizers, that aligns with the type of text the student is reading to ensure students are consistently working to meet the grade level expectations with each text, including vocabulary.

Person Responsible: Cheryl Cherry (cheryl.cherry@hcps.net)

By When: Monthly May, 2024

ELA teachers will bring completed graphic organizers to PLC meetings monthly to discuss ongoing trends among students and to ensure students are progressing towards the grade level expectations. Teachers will discuss changes in trends and adjust instruction according to student progress, or the lack thereof.

Person Responsible: Cheryl Cherry (cheryl.cherry@hcps.net)

By When: Monthly May, 2024

ELA teachers will use the gradual release method to ensure students are given continuous models of how the standards will be met, opportunities to practice the skills with peers collaboratively, and quality time to engage in cognitive struggle independently. Teachers will scaffold instruction according to student needs, but teachers must continue for opportunities to remove all scaffolds to ensure students are able to respond/ meet grade level standards.

Person Responsible: Cheryl Cherry (cheryl.cherry@hcps.net)

By When: Monthly May, 2024

A data wall will be created based on these three standards to track progress. Progress will be determined within PLC's using the "Looking at Student Work" PLC protocol provided by the district. Based on the results, the district "Planning Protocol" will be used to ensure teachers are planning for students to receive effective instruction.

Person Responsible: Cheryl Cherry (cheryl.cherry@hcps.net)

By When: Monthly May, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Internal and external stakeholders on the School Advisory Council and Steering committee will meet monthly to review the School Improvement Plan and assessment data for all subgroups and grade levels. Subject Area Leaders and Team Leaders will work with their teams of teachers to plan and make adjustments, as needed, to provide ongoing support for all students. Any needs will be communicated directly to the Principal in order to adjust funding requests through Title I, District, and Internal budgets, depending on the need(s).

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

A hard copy of the SIP will be available to parents and families in the main office.

All teachers and staff will have a hard copy of the SIP.

An electronic copy will be located on our school's web page: <https://www.hillsboroughschools.org/orangegrove>

An electronic copy will be sent via Parentlink to all students and parents.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school staff cultivates and builds a positive school culture and environment by fostering 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. We have a Sunshine committee (FREE for all teachers and staff) that plans events and recognitions throughout the year to build collective efficacy and collaboration among all staff.

We involve various stakeholder groups (core, non-core, parents, instructional staff, instructional support staff, students) to employ school improvement strategies that impact the positive school culture and environment. Our PTSA Board meets monthly (with the Principal and teacher representative) to discuss ways they can support the school in our vision and goals.

Stakeholders play a key role in school performance and addressing equity. Our instructional leadership team and PSLT/Steering committee meet monthly to discuss our school's vision, mission, values, and goals. Teachers collaborate and share strategies aligned with our theme of the arts and instructional priorities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Literacy Coach will provide gradual release demo classes/modeled/guided/supported examples for teachers as appropriate. Data wall will be created based on these three standards to track progress with SWD subgroup identified. Progress will be determined within PLC's using the "Looking at Student Work" protocol provided by the district. Based on the results, the district "Planning Protocol" will be used to ensure teachers are planning for students to receive effective instruction. ELA teachers will bring completed graphic organizers to meetings monthly to discuss ongoing trends among students and ensure students are progressing towards the grade level expectations. Teachers will discuss changes in trends and adjust instruction according to student progress, or the lack thereof.

Level 2's is a targeted population for all core classes and SWD subgroup. Math teachers will reinforce student learning with level 3's-5's within the classes using engagement strategies/checks for understanding/differentiated instruction/word problem strategies/higher order thinking skills. Progress monitoring students on a regular basis conducting teacher-led small groups, district coach pullouts, and IXL program reinforce math content.

In science and social studies classes, with support of our Literacy Coach, there will be a focus on reading and understanding informational text. Teachers utilize district created resources, including the district created graphic organizers, that aligns with the type of text the student is reading to ensure students are consistently working to meet the grade level expectations with text.

Administration will conduct daily walk-throughs with Look For's aligned to the school's instructional priorities. Targeted, timely feedback regarding the lesson will be provided to the teacher immediately following the observation. Informal observations will be conducted weekly with a focus on the learning climate; structures of the learning environment; purpose of learning; engagement in learning; and assessment of learning. Opportunities for reflection will be provided for teachers after each observation with the option to meet with the Principal for face-to-face feedback also.

Teachers will participate in monthly Professional Learning Communities with their respective departments. The PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they teach. At Orange Grove, we will be working collaboratively to ensure higher levels of learning for our students to understand and utilize best practices to increase student learning. We will use evidence of student learning to make decisions and revisions in our practice to help students achieve their fullest potential. PLC members will work collaboratively and take collective responsibility for the success of each student. Members will work interdependently to achieve a common goal for which members are mutually accountable. The collaboration will represent a systematic process in which teachers work together to impact their classroom practice. They will work together to build shared knowledge and to create an environment to work and learn together. To assess the effectiveness in helping students learn, the PLC team will purposefully seek timely and relevant information. The evidence of student learning will inform and improve professional practice and respond to individual students who need interventions/enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District resources are aligned with state mandates, resources, and educational programs.

Materials referenced above include:

6-8 ELA Professional Learning Communities.docx (sharepoint.com)
 6-8 ELA PLC Lesson Planning Protocol.docx (sharepoint.com)
 6-8 ELA PLC Looking at Student Work Protocol.docx (sharepoint.com)
 6.R.1.1 - Literary Elements .docx (sharepoint.com)
 6.R.2.1 - Structure .docx (sharepoint.com)
 6.R.3.1 - Figurative Language .docx (sharepoint.com)
 7.R.1.1 - Literary Elements.docx (sharepoint.com)
 7.R.2.1 - Structure.docx (sharepoint.com)
 7.R.3.1 - Figurative Language.docx (sharepoint.com)
 8.R.1.1 - Literary Elements.docx (sharepoint.com)
 8.R.2.1 - Structure.docx (sharepoint.com)
 8.R.3.1 - Figurative Language Graphic Organizer.docx (sharepoint.com)
 Middle Literacy - ELA BEST Standards Final.pdf - All Documents (sharepoint.com)

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school's counselors (2), success coach, social worker, and school psychologist offer daily, ongoing support, mediations, and counseling for all students and staff. They also conduct threat assessments, when needed, and involve outside agencies for mental health and therapy. Our school also has a partnership with Frameworks for Socio-Emotional Learning in community-based sessions for students through homeroom once/week. Training and support has been provided through Frameworks as well as the District. The district has also partnered with Hazel Health to provide teletherapy services for our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our counselors and success coach have ongoing discussions with students and create academic intervention plans, where needed. We also have guest speakers through the arts network and Great American Teach-In to discuss various artistic, career, and technical education programs with students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school implements a MTSS/RTI tiered system and approach for addressing student learning and behavior. A school-wide student management plan is in place and revised each year by the faculty to ensure school-wide procedures, rules, and expectations are communicated and followed with fidelity. This is also reviewed in pre-planning as well as the first two days of school with all students, followed up by grade level assemblies with the principal. In our weekly team and student services meetings, individual students are discussed and tiered support planned. Teachers progress monitor learning and behavior and report concerns to the appropriate stakeholder. ESE/VE teachers monitor IEP's and 504 plans for their caseload and communicate with their teachers, ensuring accommodations are in place and students' goals are met and rights are respected.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is provided for all staff if the trend data supports it. If not, then professional development is tiered and targeted for those teachers needing it. This occurs on Mondays after school and/or Tuesday mornings on a monthly basis. Topics have included: teacher-led small groups, accountable talk, read and say something, arts integration, the art of higher order questioning, embedding rigor in your lesson, authentic student engagement, etc.

The SAL/Literacy Coach will ensure all teachers receive professional development that explains the complexity required to meet the level of the standard for each grade level, including clarifications provided for each standard. The Literacy Coach will provide gradual release demo classes / modeled, guided, supported examples for teachers as appropriate.

Recruiting and retaining effective teachers is a purposeful, ongoing process that involves all stakeholders. Our school staff cultivates and builds a positive school culture and environment by fostering 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. We have a "Sunshine" committee who plans events and recognitions throughout the year to build collective efficacy and collaboration among all staff. The principal recognizes staff with "drops in the bucket", gift cards, meals, etc. to recognize and reward them. Students are selected as STARS and given recognition, pizza parties, ice cream, gift cards, field day events, etc. throughout the year to recognize those who meet established criteria and/or show improvement or citizenship.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A