

The School District of Lee County

Orange River Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Orange River Elementary School

4501 UNDERWOOD DR, Fort Myers, FL 33905

<http://ore.leeschools.net/>

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

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.

Orange River Elementary’s mission is to empower and motivate students to be lifetime learners while promoting high achievement and success through a love of learning.

Provide the school's vision statement.

Success For All

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
Staruk, Cayce	Principal	Assume the duties and responsibilities of Principal. Job description outlined by the School District of Lee County.
Misewicz, Jennifer	Assistant Principal	Assume the duties and responsibilities of Assistant Principal. Job description outlined by the School District of Lee County.

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.

In preparation for the 8/1/2023 due date of our 2023/2024 School Improvement Plan input will be gathered from our school leadership team as well as our teachers. On 9/6 at our School Advisory Council meeting input will be gathered from SAC members, Community members and Parents.

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 throughout the school year and updated during periods of District Progress Monitoring windows. The SIP will be revised through our School Advisory Council and School Leadership Meetings to ensure continuous improvement.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) 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: C
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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	4	9	33	49	32	60	0	0	0	187

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	11	0	0	0	0	0	11
Students retained two or more times	0	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	45	36	39	21	43	0	0	0	184
One or more suspensions	0	1	5	1	4	4	0	0	0	15
Course failure in ELA	0	8	14	38	3	9	0	0	0	72
Course failure in Math	0	2	5	25	1	6	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	29	20	46	0	0	0	95
Level 1 on statewide Math assessment	0	0	0	19	21	35	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	60	80	14	20	0	0	0	175

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	2	6	42	12	31	0	0	0	93

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	29	0	0	0	0	0	29
Students retained two or more times	0	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	45	36	39	21	43	0	0	0	184
One or more suspensions	0	1	5	1	4	4	0	0	0	15
Course failure in ELA	0	8	14	38	3	9	0	0	0	72
Course failure in Math	0	2	5	25	1	6	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	29	20	46	0	0	0	95
Level 1 on statewide Math assessment	0	0	0	19	21	35	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	60	80	14	20	0	0	0	175

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	2	6	42	12	31	0	0	0	93

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	29	0	0	0	0	0	29
Students retained two or more times	0	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*	36	48	53	36	52	56	32		
ELA Learning Gains				46			33		
ELA Lowest 25th Percentile				34			41		
Math Achievement*	48	57	59	44	45	50	42		
Math Learning Gains				60			53		
Math Lowest 25th Percentile				45			50		
Science Achievement*	42	53	54	30	59	59	22		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	59	51	59	60			42		

* 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)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

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	355
Total Components for the Federal Index	8
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	34	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK	36	Yes	4	
HSP	44			
MUL				
PAC				
WHT	45			
FRL	44			

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	46			
ELL	43			
AMI				
ASN				
BLK	37	Yes	3	
HSP	45			

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				
PAC				
WHT	48			
FRL	46			

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	36			48			42					59
SWD	31			28							4	50
ELL	30			48			30				5	59
AMI												
ASN												
BLK	41			36			30				3	
HSP	35			49			42				5	60
MUL												
PAC												
WHT	38			42			54				3	
FRL	35			47			41				5	59

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	36	46	34	44	60	45	30					60
SWD	21	46		29	73							63
ELL	29	46	37	41	61	47	19					60
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	27		36	50							
HSP	35	49	37	45	61	44	27					60
MUL												
PAC												
WHT	50	36		50	54							
FRL	36	46	35	49	62	44	35					59

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	32	33	41	42	53	50	22					42
SWD	15	30		25	60							9
ELL	24	26	39	36	50	57	18					42
AMI												
ASN												
BLK	15			25								
HSP	31	32	42	42	53	52	22					42
MUL												
PAC												
WHT	62			55								
FRL	32	30	41	44	47	41	23					40

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	48%	-13%	54%	-19%
04	2023 - Spring	41%	56%	-15%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	42%	-12%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	55%	-6%	59%	-10%
04	2023 - Spring	49%	61%	-12%	61%	-12%
05	2023 - Spring	46%	52%	-6%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

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.

Our ELA proficiency showed the lowest performance. Third grade-36%, Fourth grade-44%, Fifth grade-38%-overall proficiency 38%. Our students are performing below the District and State rates. Third grade 42% (District) and (State) 50%. Fourth grade 56% (District) and (State) 58%. Fifth grade 48% (District) and (State) 54%.
 Several contributing factors led to the low performance in ELA. One contributing factor was the loss of instruction due to the school closure after Hurricane Ian. Another contributing factor is the number of ELL learners in grades 3, 4 and 5 at Orange River Elementary. We have the largest population of ELL Learners in the District.

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

All data components from the previous year increased in the areas of ELA, Math and Science. Our students made substantial overall gains in the area of ELA however ORE is below the state and district averages.
 Several contributing factors led to a lower performance in ELA versus the State and District averages. One contributing factor was the loss of instruction due to the school closure after Hurricane Ian. Another contributing factor is the number of ELL learners in grades 3, 4 and 5 at Orange River Elementary. We have the largest population of ELL Learners in the District.

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.

Our ELA proficiency had the the greatest gap when compared to the state average.

Third grade-36%, Fourth grade-44%, Fifth grade-38%-overall proficiency 38%. Our students are performing below the District and State rates. Third grade 42% (District) and (State) 50%. Difference of 14% from the State.

Fourth grade 56% (District) and (State) 58%. Difference of 22% from the State. Fifth grade 48% (District) and (State) 54%. Difference of 18% from the State.

Historically, Orange River is in the bottom 300 of schools in the area of ELA proficiency. Our students receive an extra 30 minutes of instruction in their school day. The number of ELL Learners that attend Orange River Elementary is the greatest contributing factor. We have 508 English Language Learners total in grades 3-5.

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

Our Science component showed the most improvement overall. Presently we are at 42% proficiency and the previous year was 30% and prior year to that was 22%. Our Science Coach instructing students on the Science Standards in collaboration with the classroom teachers was a contributing factor in our Science gains. The District also supported our schools with Science Notebooks/Journals, resources and live investigations that impacted learning and student achievement. Our Science Coach also analyzed data and implemented Science intervention groups based on progress monitoring data and Science Quarterly Comprehensives.

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

1. Student absences of 10% or more days.

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

1. Overall 3rd-5th ELA Proficiency
2. 3rd Grade ELA Proficiency
3. 2nd Grade ELA Proficiency
4. ESSA
5. Positive School Culture

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 Teacher Retention and Recruitment**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.

A crucial need in education and specifically in the School District of Lee County is the need for Teacher Retention and Recruitment. Florida has a severe shortage of teachers, bus drivers, paraprofessionals and other support staff needed to provide all our students with the education they deserve and need. The coronavirus pandemic exacerbated the problem, but shortages were a pre-existing condition. Florida has long-standing difficulties with retaining and recruiting public school employees. Even before the Covid pandemic, 40 percent of Florida's new teachers left the classroom within their first five years in the profession, state records show. This is 15 to 20 percent above the national average, depending on the year.

A factor in recruiting and retaining effective and highly effective teachers is fostering a positive culture and school community environment. Presently Orange River has 58 instructional/special support teachers.

Measurable Outcome:

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

During the 2023-2024 school year Orange River will retain 95% of our instructional/special support teachers through a variety of processes, frameworks and District High Reliability School initiatives that foster and promote a positive school culture and recruitment and retention of our teachers.

Monitoring:

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

This Area of Focus will be monitored through District Climate surveys, Orange River staff High Reliability School surveys and multiple opportunities for staff to provide input as it relates to the working environment, school culture and teacher retention/recruitment.

Person responsible for monitoring outcome:

Cayce Staruk (caycels@leeschools.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.)

Orange River will follow the interventions and evidence based strategies as outlined in the framework of the High Reliability School. Orange River will also stay true to our School Mission and Vision.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

District wide initiative for High Reliability schools and the five levels of certification. Level 1 certification- A Safe, Supportive and Collaborative Culture.

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.

Fosters shared beliefs and a sense of community cooperation. Professional Learning Communities will meet weekly to support our teachers. Professional development will be provided monthly to our teachers to support planning, collaboration and to address issues regarding curriculum, assessment, instruction and the achievement of all students.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Throughout the school year. Weekly PLC meetings and monthly Professional Development.

Establishes and upholds a set of standard operating procedures and routines which leads to the faculty, staff, students, parents and community members the perception that school environment is safe and orderly.

Implement Positive Behavior Support Systems (Gold Model School). Common set of expectations for all areas of the school that are posted and recognized. Positive Referrals are written daily celebrating student accomplishments. Recognition of perfect attendance and weekly celebrations of our Attendance Club.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Daily throughout the school year.

The Retention and Recruitment of high quality teachers through the collaboration with School District personnel and local universities. On-going support of our APPLES teachers in conjunction with the District supported APPLES program. New teachers attend the week long new teacher orientation for the District. Administration participates in District supported Recruitment Fairs.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Monthly APPLES meetings, ongoing support for interns/new teachers throughout the school year.

Monthly safety drills in conjunction with District Safety requirements.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Monthly

Behavior Specialist and Guidance Counselor supports our teachers in implementing positive behavior strategies and restorative practices.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Daily

Recognizes and rewards school wide and individual accomplishments. Quarterly awards for staff and students with perfect attendance.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Quarterly

Recognizes and rewards school wide and individual accomplishments. Shout-outs via a common board in a high traffic area recognizing and appreciating staff members and celebrating accomplishments.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: On-going throughout the school year.

Personal notes of gratitude written by administration and given to staff members.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: weekly during classroom walkthroughs

PBIS committee themed quarterly staff appreciation days.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: End of Quarters 1, 2, 3 and 4.

#2. Instructional Practice specifically relating to ELA

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.

Increasing overall ELA Proficiency is a crucial need. The rationale is based on comparison proficiency percentages for the State and District. Orange River Elementary current ELA data- Third grade-36%, Fourth grade-44%, Fifth grade-38%-overall proficiency 38%. Our students are performing below the District and State rates. Third grade 42% (District) and (State) 50%. Fourth grade 56% (District) and (State) 58%. Fifth grade 48% (District) and (State) 54%.

Measurable Outcome:

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

During the 2023-2024 school year Orange River will increase overall ELA proficiency in grades 3-5 from 38% to 41% as measured by School Grade components and State FAST testing.

Monitoring:

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

ELA proficiency will be monitored through District Progress Monitoring designated windows, DIBELS, District Exemplars, weekly fluency checks, weekly PLC's and common assessments.

Person responsible for monitoring outcome:

Jennifer Misewicz (jenniferjm@leeschools.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.)

The evidence based intervention will incorporate explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension, and incorporate decodable or phonetic text instructional strategies. We will also implement the 6 Principles of Exemplary Teaching of ELL Learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because they have been proven to increase student achievement in the area of Reading.

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.

Implement with fidelity the District recommended Reading and Reading Intervention programs. (Phonics for Reading, HD Word, and Wonders resources) Follow the District's Scheduling Best Practices to include a 90 minute reading block and the additional 30 minutes of intervention/extension time. ORE will also have an additional 30 minutes added to our school day.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Prior to the school year starting -Master Schedule. Ongoing throughout the school year

Our Intermediate Reading Coach and Peer Collaborative teacher will support our 3-5 teachers and students. Assist in leading PLC meetings and weekly lesson planning.

PLC's will focus on the questions: What is it we want all students to learn? How will we know when each student has learned it? How will we respond when a student hasn't learned it? How will we respond when a student already knows it?

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Daily and Weekly

Implement the 6 Principles of Exemplary Teaching for ELL Learners.

Teachers will collaboratively plan lessons that provide for explicit instruction:

Principle 1. Know your learners.

Principle 2. Create conditions for language learning.

Principle 3. Design high-quality lessons for language development.

Principle 4. Adapt lesson delivery as needed.

Principle 5. Monitor and assess student language development.

Principle 6. Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Professional Development throughout the school year.

Administrators will monitor actions through classroom walkthroughs, observations and review of weekly lesson plans

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Weekly

Coach and PCT will instruct small groups of students to support interventions and ELA BEST standards.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Daily

Provide Professional Development in Kagan Engagement Strategies and implement the strategies in daily lessons.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: August 1st- PD full day of training September 7- PD for each grade level to assist in planning Lesson plans throughout the year.

#3. ESSA Subgroup specifically relating to Black/African-American**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.

According to the 2022 State accountability report the Black African American Subgroup's ELA Achievement was 37%. The Black/African American subgroup did not meet the ESSA Federal Index of 41%.

Measurable Outcome:

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

In 2024, the ESSA Subgroup of Black/African American students' achievement will increase for 37% to 42% according to the State Accountability report.

Monitoring:

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

Each student in the subgroup will have progress monitoring data analyzed for achievement. Areas that are identified as needing intervention will have a prescribed plan that reading resource and classroom teachers will implement.

Person responsible for monitoring outcome:

[no one identified]

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.)

The evidence based intervention will incorporate explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension, and incorporate decodable or phonetic text instructional strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because they have been proven to increase student achievement in the area of Reading

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.

Implement with fidelity the District recommended Reading and Reading Intervention programs. (Phonics for Reading, HD Word, and Wonders resources) Follow the District's Scheduling Best Practices to include a 90 minute reading block and the additional 30 minutes of intervention/extension time. ORE will also have an additional 30 minutes added to our school day.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Master Schedule and Grade Level specific schedules implemented on 8/10.

Our Intermediate Reading Coach and Peer Collaborative teacher will support our 3-5 teachers and (African American) students. Assist in leading PLC meetings and weekly lesson planning. PLC's will focus on the questions: What is it we want all students to learn? How will we know when each student has learned it? How will we respond when a student hasn't learned it? How will we respond when a student already knows it?

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Weekly PLC Meetings -Administration will attend.

Coach and PCT will instruct small groups of students to support interventions and ELA BEST standards.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Master Schedule (PCT/Resource Teachers)

#4. Instructional Practice specifically relating to ELA**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.

3rd Grade ELA Proficiency was identified as a crucial area of need based on the proficiency rates of the State and District. Our current 3rd grade ELA proficiency rate is 36% and we are below the State and District rates. Third grade- 42% (District) and (State) 50%.

Measurable Outcome:

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

During the 2023-2024 school year Orange River will increase overall third grade ELA proficiency from 36% to 42% as measured by School Grade components and State FAST testing.

Monitoring:

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

Third grade ELA proficiency will be monitored through District Progress Monitoring designated windows, DIBELS, District Exemplars, weekly fluency checks and common assessments.

Person responsible for monitoring outcome:

Jennifer Misewicz (jenniferjm@leeschools.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.)

The evidence based intervention will incorporate explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension, and incorporate decodable or phonetic text instructional strategies. We will also implement the 6 Principles of Exemplary Teaching of ELL Learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because they have been proven to increase student achievement in the area of Reading.

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.

Implement with fidelity the District recommended Reading and Reading Intervention programs. (Phonics for Reading, HD Word, and Wonders resources) Follow the District's Scheduling Best Practices to include a 90 minute reading block and the additional 30 minutes of intervention/extension time. The 3rd grade ELA block will consist of 450 ELA minutes plus 300 intervention minutes=750 minutes weekly. ORE will also have an additional 30 minutes added to our school day.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Weekly and throughout the school year.

Intermediate Reading Coach will work with third grade teachers and students during ELA Blocks and interventions. The Coach will also pull common assessment data and assist teachers in analyzing and planning for instruction.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Throughout the school year administrators will monitor actions through classroom walkthroughs, observations and review of weekly lesson plans.

Implement the 6 Principles of Exemplary Teaching for ELL Learners. Teachers will collaboratively plan lessons that provide for explicit instruction:

Principle 1. Know your learners.

Principle 2. Create conditions for language learning.

Principle 3. Design high-quality lessons for language development.

Principle 4. Adapt lesson delivery as needed.

Principle 5. Monitor and assess student language development.

Principle 6. Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Throughout the school year administrators will monitor actions through classroom walkthroughs, observations and review of weekly lesson plans.

Weekly 3rd grade PLC meetings answering the 4 PLC questions.

What is it we want all students to learn? How will we know when each student has learned it? How will we respond when a student hasn't learned it? How will we respond when a student already knows it?

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Throughout the school year

Provide Professional Development in Kagan Engagement Strategies and implement the strategies in daily lessons.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: August 1st- PD full day of training September 7- PD for each grade level to assist in planning Lesson plans throughout the year.

#5. Instructional Practice specifically relating to ELA**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.

Increasing overall ELA Proficiency is a crucial need in second grade. The rationale is based on comparison proficiency percentages for the State and District.

Measurable Outcome:

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

During the 2023-2024 school year Orange River will increase overall second grade ELA proficiency from 34% to 37% (all students) as measured by state FAST/STAR testing.

Monitoring:

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

Second grade ELA proficiency will be monitored through District Progress Monitoring designated windows, PLC data, DIBELS, District Exemplars, weekly fluency checks and common assessments.

Person responsible for monitoring outcome:

Jennifer Misewicz (jenniferjm@leeschools.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.)

The evidence based intervention will incorporate explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension, and incorporate decodable or phonetic text instructional strategies. We will also implement the 6 Principles of Exemplary Teaching of ELL Learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because they have been proven to increase student achievement in the area of Reading.

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.

Implement with fidelity the District recommended Reading and Reading Intervention programs. (Fly Leaf, HD Word, and Wonders resources) Follow the District's Scheduling Best Practices to include a 90 minute reading block and the additional 30 minutes of intervention/extension time. ORE will also have an additional 30 minutes added to our school day.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Master Schedule created by 8/2, GL Schedule implemented by 8/10, Individual Teacher schedule implemented by 8/10.

Our Literacy Coach and GLC's will assist in leading PLC meetings and weekly lesson planning. PLC's will focus on the questions: What is it we want all students to learn? How will we know when each student has learned it? How will we respond when a student hasn't learned it? How will we respond when a student already knows it?

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: Weekly PLC meetings and collaborative team lesson planning.

Implement the 6 Principles of Exemplary Teaching for ELL Learners.

Teachers will collaboratively plan lessons that provide for explicit instruction:

Principle 1. Know your learners.

Principle 2. Create conditions for language learning.

Principle 3. Design high-quality lessons for language development.

Principle 4. Adapt lesson delivery as needed.

Principle 5. Monitor and assess student language development.

Principle 6. Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

Person Responsible: Cayce Staruk (caycels@leeschools.net)

By When: Ongoing PD throughout the school year

Provide Professional Development in Kagan Engagement Strategies and implement the strategies in daily lessons.

Person Responsible: Jennifer Misewicz (jenniferjm@leeschools.net)

By When: August 1st- PD full day of training September 7- PD for each grade level to assist in planning Lesson plans throughout the year.

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).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Our ELA Proficiency for Kindergarten through Second Grade as it specifically relates to ELA according to the FAST in May, 2023.

Kindergarten-34%

First-32%

Second-38%

Our focus for the 2023-2024 is Proficiency in ELA. Students will receive 90+ minutes of ELA instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. In addition, students will receive interventions in small groups daily for a total of 60 minutes. Each teacher will have a paraprofessional assigned to assist with small groups during the ELA block. We have the largest population of ELL Learners in the District. ELL strategies are used by the teachers in order to support the English Language Learners.

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

Our ELA proficiency showed the lowest performance. Third grade-36%, Fourth grade-44%, Fifth grade-38%-overall proficiency 38%. Our students are performing below the District and State rates. Third grade 42% (District) and (State) 50%. Fourth grade 56% (District) and (State) 58%. Fifth grade 48% (District) and (State) 54%.

Several contributing factors led to the low performance in ELA. One contributing factor was the loss of instruction due to the school closure after Hurricane Ian. Another contributing factor is the number of ELL learners in grades 3, 4 and 5 at Orange River Elementary. We have the largest population of ELL Learners in the District. Our focus for the 2023-2024 is Proficiency in ELA.

Students will receive 90+ minutes of ELA instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. In addition, students will receive interventions in small groups daily for a total of 60 minutes. Each teacher will have a paraprofessional assigned to assist with small groups during the ELA block. ELL strategies are used by the teachers in order to support the English Language Learners.

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 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 Measurable Outcomes

In 2023-2024 Kindergarten students will increase overall ELA proficiency from 38% proficiency to 41%, as measured by state FAST/STAR assessment.

In 2023-2024 First grade students will increase overall ELA proficiency from 32% proficiency to 35%, as measured by state FAST/STAR assessment.

During the 2023-2024 school year Orange River will increase overall second grade ELA proficiency from 34% to 37% (all students) as measured by state FAST/STAR testing.

Grades 3-5 Measurable Outcomes

During the 2023-2024 school year Orange River will increase overall 3rd grade ELA achievement from 35%-38% as measured by state FAST/STAR testing.

During the 2023-2024 school year Orange River will increase overall 4th grade ELA achievement from 44 to 47% as measured by state FAST/STAR testing.

During the 2023-2024 school year Orange River will increase overall 5th grade ELA achievement from 38% to 41% as measured by state FAST/STAR testing.

Monitoring

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 impact student achievement outcomes.

ELA proficiency will be the school's area of FOCUS in Grades K-5. Proficiency will be monitored through District Progress Monitoring designated windows of FAST Testing/STAR testing, DIBELS, District Exemplars, weekly fluency checks and common assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Staruk, Cayce, caycels@leeschools.net

Evidence-based Practices/Programs

Description:

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. §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?

The evidence based intervention will incorporate explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension, and incorporate decodable or phonetic text instructional strategies. We will also implement the 6 Principles of Exemplary Teaching of ELL Learners. Our teams will collaboratively plan instruction and lessons to align to the BEST ELA Standards and follow the District’s Instructional Guides.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These strategies were selected because they have been proven to increase student achievement in the area of Reading.

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
At weekly PLC meetings, teams will analyze progress monitoring data (DIBELS, Exemplars, FAST) and use the assessment data to determine interventions. After implementation of the interventions, teachers will reassess for mastery or additional interventions.	Staruk, Cayce, caycels@leeschools.net
Professional Development in ELA will be provided quarterly to address one of the areas in reading instruction. We will utilize the new ART and Science of Teaching by Robert Marzano as a resource for our PD. In addition, we will begin the process of receiving the High Reliability School's training.	Staruk, Cayce, caycels@leeschools.net

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.

District protocol:

- School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
- On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
- On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
- On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
- Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

Orange River Elementary: The methods we will utilize for dissemination of our School Improvement Plan will be as follows: SIP will be made public in multiple languages via our webpage at <https://ore.leeschools.net/>, hard copies provided at our School Advisory Council meetings on the scheduled dates of September 6th, November 1st, and February 7th. Hard copies will be kept in our School Office and parents may obtain a copy as requested.

School Personnel will have access to copies as well through the front office, website and SAC meetings.

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))

Orange River Elementary's mission is to empower and motivate students to be lifelong learners while promoting high achievement and success through a love of learning. The vision for Orange River is "Success for All." Our Parent and Family Engagement Plan is accessible on our school website- <https://ore.leeschools.net/>.

At the beginning of the school year, families and students will be invited to our Open House and the Annual Title I meeting where staff will share the vision, mission, and school wide data and culture of the school. Parents, teachers, students, community members and business partners will participate in the development of Parent and Family Engagement Plan and SIP goals. The school builds positive relationships with parents and families through our website, Twitter account, and monthly newsletter in both English and Spanish. A school calendar is sent home on the first day of school with all of the important dates and information about the school including the code of conduct for students. Stakeholders participate after being notified of the event through PeachJar, backpack to home letters/ flyers, School Messenger and our monthly newsletter. All students have a daily planner which is used to communicate messages between the teacher and parent. Our office staff greet parents and families in both English and Spanish and work to make sure that all questions and concerns are addressed in a timely manner. All communication is sent in both English and Spanish. Within the classroom and daily school news via SmartBoard Technology, Orange River Elementary builds a positive school culture through our Positive Behavior Intervention Support Expectations where all students learn about the R.O.A. R. (Respect, Obey all rules, Achieve our Goals, and Remember to do our BEST. Students earn "Tiger Bucks" for demonstrating the ROAR expectations in the classroom, hallways, and cafeteria. Students use bucks to purchase items in the Tiger Den. Teachers write positive referrals that are announced on the news so that students are recognized for exemplary behavior. Quarterly celebrations are held in honor of students earning all "S" in behavior. Parents are encouraged to create District FOCUS accounts to stay up to date with their child's progress. School personnel is available to assist parents in creating a FOCUS account. FOCUS workshops will be held at the beginning the school year.

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)

Our Title 1 funds have been aligned to strengthen the academic program at Orange River Elementary. We have hired 2-Peer Collaborative Teachers that will support grades 3-5, 2 ESOL paraprofessionals and 2 Parent Involvement Specialists to support or families and students. In order to further strengthen the academic program in the school as well as meet our goal of increasing overall ELA proficiency (Area of Focus) the following plan will be utilized: Hire and retain highly effective teachers and provide on-going authentic professional development, extended instructional day for all students (30 minutes), After School Tutoring, School Improvement Plan goal monitoring and check ins, small group data driven instruction providing intervention and enrichment, Tiger Time intervention block, collaborative team planning for standards based instruction, progress monitoring and data analysis (including after school Supplemental Contracts for after school Collaborative Planning and Data analysis) and Professional Learning Communities school wide focusing on the four guiding questions. What is it we want all students to learn? How will we know when each student has learned it? How will we respond when a student hasn't learned it? How will we respond when a student already knows it?

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 general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Orange River Elementary schedules a weekly mental health team meeting that involves the school counselor, mental health therapist, social worker, school psychologist, and administration. These meetings address students that have known mental health issues in order to assure that they have the support they need to be successful in school.

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))

Orange River offers extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Schools will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. Schools will determine before/after/Saturday or summer

school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

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).

The District ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Orange River has a full time Intervention Specialist who monitors student data and collaborates with the teacher in planning for academic and behavioral interventions (MTSS) when needed, based on assessment data and teacher observations. Parents are invited to each meeting to assist in planning strategies for student success.

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))

The district's Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and our two PCT's will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

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))

The district has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes