

# Orange River Elementary School



2014-15 School Improvement Plan

## Orange River Elementary School

4501 UNDERWOOD DR, Fort Myers, FL 33905

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
95%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
89%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers in every classroom build relationships with the students that are assigned to their classrooms through class building and team building activities and school planners that allows for daily communication between the home and the teachers.

The school sends all notes home in English and Spanish and Creole as necessary to meet the needs of the students' home language.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school provides a before and after-school program and is a Positive Behavior Support System School. Rules and Procedures are posted throughout the school building and all staff is given professional development for successful implementation. After school clubs are available for students such as honor choir, Tiger Beat, the walking club, and we also have Safety Patrols. Students are consistently recognized for positive behavior with school "Tiger Bucks", and positive notes.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Clear expectations are in place using the Positive Behavior Support Model. At Orange River Elementary we "ROAR" R= Respect Each Other, O=Obey all rules, A=Achieve our Goals and R= Remember to do our Best.

This is reviewed every day with students on the morning news and throughout the classrooms.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Orange River ensures that the social-emotional needs of all students are being met through the school's counselor, school psychologist, behavior specialist, teachers, social worker, and through the MTSS processes.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).



**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

50% of our parents will attend all grade level curriculum nights provided by the school as noted by the Parent Involvement agenda and school calendar.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Orange River has an ongoing partnership with several local communities and businesses. These organizations provide countless hours of volunteer services working directly with the students. They have also supported our school through donations of supplies, materials, and through financial donations.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Manzi, Karen	Principal
Misewicz, Jennifer	Assistant Principal
Bumm, Stephanie	Instructional Coach
Fisher, Cindy	Instructional Coach
Ketron, April	Administrative Support
Madigan, Jennifer	Teacher, K-12
Scott, Lynne	Administrative Support
Cohen, Kristin	Instructional Coach

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The roles of each member are as follows:

Classroom Teacher:

- Keeps on going progress monitoring notes in a MTSS folder (curriculum assessments, STAR/STAR EL, Fluency,work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attends MTSS Team meetings to collaborate on & monitor students who are struggling, and implements interventions designed by MTSS Team for students in Tier 2 & 3

- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings

- Train teachers in interventions, progress monitoring, differentiated instruction

- Implement Tier 2 & 3 interventions

- Keep progress monitoring notes & anecdotal of interventions implemented,

- Administer screenings, and collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist:

- Attends MTSS Team meetings for some Tier 2 & Tier 3 students

- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

- Assists with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact

- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal:

- Facilitate implementation of MTSS in your building

- Provide or coordinate valuable and continuous professional development

- Assign paraprofessionals to support MTSS implementation when possible

- Attend MTSS Team meetings to be active in the MTSS change process,

- Conduct classroom Walk-Throughs to monitor fidelity

School Counselor/Curriculum Specialist:

- Facilitators of MTSS Team, schedule and attend MTSS Team meetings

- Maintains log of all students involved in the MTSS process, send parent invites, complete necessary MTSS forms

- Conduct social-developmental history interviews when requested

School Psychologist:

- Attends MTSS Team meetings on some students in Tier 2 & on all students in Tier 3

- Monitor data collection process for fidelity, review & interpret progress monitoring data

- Collaborate with MTSS Team on effective instruction & specific interventions

- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist:

- Consults with MTSS Team regarding Tier 3 interventions and incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team and provide staff trainings

Social Worker:

- Attend MTSS Team meetings when requested and conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative:

- Attends all MTSS Team meetings for identified ELL students, advising and completing LEP

- paperwork, conduct language screenings and assessments and provide ELL interventions at all tiers

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team at Orange River Elementary meets monthly to analyze student progress data for students receiving MTSS interventions and the need to continue or implement new intervention strategies.

The team uses the five-step problem solving process as outlined in the district's Response to

Intervention Manual.

Title I Funds provide the following services to Orange River Elementary:

- Instructional Staff
- Paraprofessionals (ESOL)
- Parent Involvement Specialists
- Resource/Coaches
- Supplies/Materials
- Supplemental Contracts for PD
- Trainers to train staff

Title III Funds provide the following services to Orange River Elementary:

Additional Technology Licenses for ELL programs/other instructional materials

SAI Funds provide:

- Additional Support Staff/Instructional Staff
- Head Start
- Health:
- Fresh Fruits and Vegetables Program (grant)

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Karen Manzi	Principal
Vickie Godfrey	Parent
Teri Warren	Parent
Jorge Camarillo	Parent
Melissa Roque	Education Support Employee
Emma Lozano	Parent
Kristie Kennedy	Parent
Bob Misewicz	Business/Community
Fred Morando	Business/Community
Christine Crespo	Parent
Heidy Gaona	Parent
Mildred Godinez	Parent
Juan Eulalia	Parent
Vikki Gandolfo	Parent
Willie Robinosn	Parent
Lynne Scott	Teacher
Kathy Salazar	Parent
Yolanda Garcia	Parent
Marty Neubert	Business/Community
Andrea Villar	Education Support Employee
	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC committee reviewed the School Improvement Plan from 2013-2014, in addition to Orange River Elementary's School Grade.

*Development of this school improvement plan*

1. The SAC Committee reviewed the results of the FCAT 2014 results, 2014 academic targets, 2014 targets met, and 2015 targets.
2. The SAC Committee brainstormed goals and barriers to reaching goals.
3. The SAC Committee assisted with the development of the Strategies and Action Plans presented in the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The SAC committee reviewed the school's annual budget and plan and gave input.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Funds will be used to provide materials to teachers or school that are aligned to the School Improvement Goals.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Manzi, Karen	Principal
Cohen, Kristin	Instructional Coach
Fisher, Cindy	Instructional Coach
Ketron, April	Other
Bumm, Stephanie	Instructional Coach
Misewicz, Jennifer	Assistant Principal
Scott, Lynne	Instructional Coach
Madigan, Jennifer	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The implementation of an effective and rigorous integrated literacy block in all classrooms.

Effective use of the Accelerated Reader program to promote independent reading, reading fluency and comprehension of fiction and non-fiction text. In addition, the LLT promotes reading of the Sunshine State Reader's Club.

Implementation of content and language objectives for all language arts standards taught.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning time has been incorporated into the master schedule allowing teachers to plan collaboratively.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

TIF Teacher Leaders give non-evaluative help, coaching and model effective instructional strategies to all teachers at Orange River Elementary. Professional Development will be provided throughout the year that will define the Domains 1-4 in the Teacher Evaluation piece. Their goal is to reach every teacher to help them rate Highly Effective on their Final Evaluation from administration. Weekly PLC meetings provide a collaborative culture that has been proven to retain teachers.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Orange River Elementary has several teachers throughout the grade levels who have taken the Clinical Ed Training for APPLES program and college internships. The teacher-mentor pairs were created based upon the peer teachers' prior knowledge of the grade level requirements and curriculum. The pairings are: 1) Megan Happell and Lynne Scott (peer teacher) The Assistant Principal will meet with the APPLES teachers and their mentors on a regular basis regarding their evaluations necessary to complete the first year teacher program. Pre and post interviews will be conducted with administration for evaluation and continued improvement.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The Curriculum Team has designed an academic calendar based on the Florida Standards. In addition, the curriculum team has designed school-wide assessments ELA assessments using backwards design. All curriculum materials are used to instruct to the FI. Standards.

#### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

A 40 minute planned intervention time has been worked into the master schedule. During the common planning time, teachers analyze the data from the common assessments to determine which

students have/have not mastered the skills assessed. Once the data has been analyzed, the teachers work cooperatively to plan effective intervention lessons that meet the individual needs of all of the grade level students.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Students will be instructed in reading/language arts an additional 30 minutes each day.

**Strategy Rationale**

Additional instructional time in reading/language arts will result in increased student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Manzi, Karen, karencm@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative assessments will be used to assess the skills taught/retaught during intervention time. Teachers will review previous week's Intervention plans during weekly PLC's to determine if mastery has been met.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All Kindergarten students are assessed prior to or upon entering within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Data will be used to performance group students, plan daily academic and social/ emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement gains schoolwide

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1. Increase student achievement gains schoolwide** 1a

G038861

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - ELL	53.0
AMO Reading - African American	51.0
AMO Reading - ED	64.0
AMO Reading - Hispanic	64.0
AMO Reading - SWD	56.0
AMO Reading - White	75.0
AMO Math - All Students	62.0
AMO Math - African American	53.0
AMO Math - ED	61.0
AMO Math - ELL	52.0
AMO Math - SWD	51.0
AMO Math - White	70.0
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	64.0
Math Gains	68.0
Math Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Reading Coaches
- Teacher Leaders
- Literacy Team
- Weekly Professional Development
- Abundance of Curriculum
- Paraprofessionals
- Technology Programs that reinforce reading strategies
- Professional Learning Communities
- Common Assessments
- District ESOL Specialists

**Targeted Barriers to Achieving the Goal** 3

- Students lack proficiency in the English Language
- Students lack academic vocabulary
- Lack of effective interventions given to students based on student data
- Teacher knowledge of new Florida Standards

**Plan to Monitor Progress Toward G1. 8**

Student performance data in reading and math

**Person Responsible**

Karen Manzi

**Schedule**

Monthly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

STAR reports; Chapter Test results; Performance Matters student data reports; school based assessment data, and Florida State Assessment Results, Cella results

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student achievement gains schoolwide **1**

 G038861

**G1.B1** Students lack proficiency in the English Language **2**

 B093420

**G1.B1.S1** Professional Development for teachers in how to instruct English Language Learners **4**

 S111841

### Strategy Rationale

#### Action Step 1 **5**

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

#### Person Responsible

Karen Manzi

#### Schedule

Monthly, from 8/4/2014 to 6/5/2015

#### Evidence of Completion

Inservice Records

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration will check lesson plans and will conduct classroom walk-throughs weekly

**Person Responsible**

Karen Manzi

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Language Objectives written in all ELA Lesson Plans and posted in the room. In addition, teachers will refer to objective when instructing students.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will receive bi-weekly Professional Development in the SIOP model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data

**Person Responsible**

Karen Manzi


**Schedule**

Monthly, from 8/25/2014 to 6/5/2015


**Evidence of Completion**

STAR results, Reading Assessments

**G1.B2 Students lack academic vocabulary** 2

 B103486

**G1.B2.S1** Provide a 50 minute structured academic vocabulary class taught by a reading resource teacher every 7 days in grades K-3 4

 S119696

**Strategy Rationale**

**Action Step 1** 5

Students will practice academic vocabulary in a structured vocab lab class by a reading resource teachers

**Person Responsible**

Cindy Fisher

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Vocabulary Assessments and Vocabulary Journals

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Professional Learning Community with Resource Teachers

**Person Responsible**

Karen Manzi

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

STAR Test Results; Reading Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administration will meet monthly with the resource teachers that teach the Vocabulary Class.

**Person Responsible**

Karen Manzi


**Schedule**

Quarterly, from 8/18/2014 to 5/15/2015


**Evidence of Completion**

Master Schedule; Professional Learning Community Notes; STAR reports and Reading Assessments

**G1.B5** Lack of effective interventions given to students based on student data 2

 B103540

**G1.B5.S1** Design a schedule that provides for a second instructor in every classroom daily during a 40 minute intervention block 4

 S114924

**Strategy Rationale**

**Action Step 1** 5

Assign a certified teacher or paraprofessional in every classroom for a 40 minute intervention block for reading

**Person Responsible**

Karen Manzi

**Schedule**

On 6/5/2015

**Evidence of Completion**

Intervention Lesson Plans provided by every teacher with student names and skills being taught

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Intervention Lesson Plans will be monitored by administration

**Person Responsible**

Karen Manzi

**Schedule**

On 6/5/2015

***Evidence of Completion***

Intervention Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Review student data weekly

**Person Responsible**

Karen Manzi

**Schedule**

Monthly, from 8/18/2014 to 5/22/2015

***Evidence of Completion***

Reading Assessments; STAR reports

**G1.B6** Teacher knowledge of new Florida Standards **2**

 B103551

**G1.B6.S1** Provide Professional Development for teachers in understanding the new Florida Standards

**4**

 S115737

**Strategy Rationale**

**Action Step 1** **5**

Schedule Professional Development to train teachers in the Florida Standards

**Person Responsible**

Karen Manzi

**Schedule**

On 8/7/2014

***Evidence of Completion***

In-service record

**Action Step 2** **5**

Use Florida Standards to design school-wide assessments at every grade level

**Person Responsible**

Jennifer Misewicz

**Schedule**

***Evidence of Completion***

School based assessments using the Florida Standards



**Action Step 3** 5

Use school wide assessments to drive daily instruction and instruction in small group interventions

**Person Responsible**

Karen Manzi

**Schedule**

***Evidence of Completion***

Lesson Plans in On-Course

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

On-going professional development on Fl. Standards

**Person Responsible**

Jennifer Misewicz

**Schedule**

Monthly, from 8/4/2014 to 5/15/2015

***Evidence of Completion***

In-service records and professional learning community minutes

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Development of grade level curriculum binders based on standards

**Person Responsible**

Karen Manzi

**Schedule**

On 5/15/2015

***Evidence of Completion***

Florida Assessment test results

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.	Manzi, Karen	8/4/2014	Inservice Records	6/5/2015 monthly
G1.B5.S1.A1	Assign a certified teacher or paraprofessional in every classroom for a 40 minute intervention block for reading	Manzi, Karen	8/11/2014	Intervention Lesson Plans provided by every teacher with student names and skills being taught	6/5/2015 one-time
G1.B6.S1.A1	Schedule Professional Development to train teachers in the Florida Standards	Manzi, Karen	8/7/2014	In-service record	8/7/2014 one-time
G1.B2.S1.A1	Students will practice academic vocabulary in a structured vocab lab class by a reading resource teachers	Fisher, Cindy	8/18/2014	Vocabulary Assessments and Vocabulary Journals	6/5/2015 weekly
G1.B6.S1.A2	Use Florida Standards to design school-wide assessments at every grade level	Misewicz, Jennifer	School based assessments using the Florida Standards	weekly	
G1.B6.S1.A3	Use school wide assessments to drive daily instruction and instruction in small group interventions	Manzi, Karen	9/4/2014	Lesson Plans in On-Course	weekly
G1.MA1	Student performance data in reading and math	Manzi, Karen	9/3/2014	STAR reports; Chapter Test results; Performance Matters student data reports; school based assessment data, and Florida State Assessment Results, Cella results	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will receive bi-weekly Professional Development in the SIOP model and each grade level will meet with administration on a monthly basis to review lesson planning and student progress using student assessment data	Manzi, Karen	8/25/2014	STAR results, Reading Assessments	6/5/2015 monthly
G1.B1.S1.MA1	Administration will check lesson plans and will conduct classroom walk-throughs weekly	Manzi, Karen	8/18/2014	Language Objectives written in all ELA Lesson Plans and posted in the room. In addition, teachers will refer to objective when instructing students.	6/5/2015 weekly
G1.B5.S1.MA1	Review student data weekly	Manzi, Karen	8/18/2014	Reading Assessments; STAR reports	5/22/2015 monthly
G1.B5.S1.MA1	Intervention Lesson Plans will be monitored by administration	Manzi, Karen	9/3/2014	Intervention Lesson Plans	6/5/2015 one-time
G1.B6.S1.MA1	Development of grade level curriculum binders based on standards	Manzi, Karen	8/4/2014	Florida Assessment test results	5/15/2015 one-time
G1.B6.S1.MA1	On-going professional development on Fl. Standards	Misewicz, Jennifer	8/4/2014	In-service records and professional learning community minutes	5/15/2015 monthly
G1.B2.S1.MA1	Administration will meet monthly with the resource teachers that teach the Vocabulary Class.	Manzi, Karen	8/18/2014	Master Schedule; Professional Learning Community Notes; STAR reports and Reading Assessments	5/15/2015 quarterly
G1.B2.S1.MA1	Professional Learning Community with Resource Teachers	Manzi, Karen	8/18/2014	STAR Test Results; Reading Assessments	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Increase student achievement gains schoolwide

#### G1.B1 Students lack proficiency in the English Language

##### G1.B1.S1 Professional Development for teachers in how to instruct English Language Learners

#### PD Opportunity 1

Schedule Schoolwide Professional development from Pearson and the District in the Sheltered Instructional Observation Protocol (SIOP) Model for teaching English Language Learners.

#### Facilitator

Pearson

#### Participants

All Certified Teachers

#### Schedule

Monthly, from 8/4/2014 to 6/5/2015

#### G1.B6 Teacher knowledge of new Florida Standards

##### G1.B6.S1 Provide Professional Development for teachers in understanding the new Florida Standards

#### PD Opportunity 1

Schedule Professional Development to train teachers in the Florida Standards

#### Facilitator

Jennifer Misewicz

#### Participants

Orange River Staff

#### Schedule

On 8/7/2014