School Improvement Plan
2015-2016

Orange Grove Elementary

Michael A. Grego, Ed.D.
Superintendent

PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Orange Grove Elementary	Christine	Porter

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Miranda	Mundzak

SCHOOL VISION - What is your school's vision statement?

100% student success

SCHOOL MISSION - What is your school's mission statement?

The mission of Orange Grove Elementary School is to establish leadership and a love of learning.

SCHOOL ENVIRONMENT

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

In the beginning of the year, teachers ask both parents and students to share information about themselves that would help them have an understanding of the student and their family. They have "getting-to-know-you activities" so the teacher and students can all become more familiar with each other. Teachers participate in and share culturally relevant activities at curriculum meetings and PLC's. Throughout the year, classes regularly conduct class meetings which continue to build relationships. Furthermore, on a daily basis, teachers and staff use positive interactions with students to get to know them better and use the daily agenda to communicate with parents. The principal challenges staff to learn the name of every student.

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

Signs are posted throughout campus stating the character word of the month. Signs are posted throughout campus and in classrooms with the School Wide Expectations. Teachers regularly embed character education in the their daily curriculum. Character lessons are taught monthly in classrooms. Students are made aware that if they are having problems with another student they can speak to an adult at the school. Every child at OGE knows the guiding principles: respect, responsibility, honesty, and self-motivation.

Describe the school wide 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.

As part of our School-Wide Behavioral plan, we have four school-wide expectations: respect, responsibility, honesty, self-motivation. Classroom rules and common area rules are aligned with these expectations. We have a list of major and minor behaviors to address behavior infractions, flowcharts for addressing both major and minor behaviors, and forms to document and collect data for major and minor behaviors. We also have a school-wide positive behavior program that recognizes when students are choosing the correct behavior and provides varied rewards. Teachers receive training on the school-wide behavior plan in the beginning of each year.

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.

The school counselor provides monthly classroom guidance/counseling to every class concerning the monthly character word. This is a way to teach all students in the school about topics such as respect, responsibility, self-motivation, honesty, problem-solving, and bullying prevention. Small-group counseling led by the School Counselor, School Psychologist, or School Social Worker is made

available to students upon teacher, staff, or parent request. Topics include anger management, social skills, making friends, self-esteem, and divorce. Individual Counseling is also available with the School Counselor at the request of teachers, staff, parents, or students. Finally, mentors are provided through the Volunteer Coordinator and the Girlfriends Club/5000 Role-Models.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Renee	Rivera	parent
Christina	Carey	parent
April	Leach	community member
Denise	Dudinsky	parent
John "Jack"	Howard	school representative
Jeff	Redett	community member

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

The 2014-15 School Improvement Plan was implemented school wide. Staff worked with all stakeholder groups to meet the goals and carry out the action plan. In 13-14, the school made progress in four of the eight cells identified in the eight cell chart (reading, learning gains in reading, learning gains among lowest 25% in reading, and science). Our goal in 14-15 was to focus on math and differentiated instruction. All grade levels were above district average on PCS Math Common Assessment in AP 3.

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

The 14-15 SIP funds were intended for increase in math achievement and school beautification. SAC goals were carried out with the following activities:
Math Mania - 100+ students in grades 1-5 participated in an eight week after school math remediation based on skill deficit. Tutors were recruited and assisted with small group remediation.
Beautification Day - 60+ volunteers and community members joined together on a Saturday to "beautify" the campus.
SAC funds were supplemented by Anona'a 360 Group and a donation from the city of Seminole.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC is responsible for planning the school improvement plan and jointly working with the principal and staff after analyzing relevant data. The SAC determines the goals in the plan and how to measure the goals. School Improvement Teams are responsible for developing and implementing strategies and action plans to accomplish the goals.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Goal: Increased Communication with School Community; Increased Involvement with School Community
Aim: Highest student achievement
Result: SAC awareness and Efficient and effective operations

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Funds will be used to increase communication and involvement with the school community as determined by SAC committee.

STATUTORY COMPLIANCE –
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ◉ Yes ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

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PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Christine	Porter	porterch@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Doctor of Education	Edcuational Leadership	10	2

Certifications (if applicable)

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**
INSTRUCTIONAL EMPLOYEES	

# of instructional employees: 26

% receiving effective rating or higher: ___100___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100___

% certified infield, pursuant to Section 1012.2315(2), F.S.: ___100___

% ESOL endorsed: ___73___

% reading endorsed: ___15___

% with advanced degrees: ___27.5___

% National Board Certified: ___7.5___

% first-year teachers: ___7.5___

% with 1-5 years of experience: ___35___

% with 6-14 years of experience: ___25___

% with 15 or more years of experience: ___40___

PARAPROFESSIONALS

of paraprofessionals: ___1___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___1___

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Orange Grove's faculty is stable and loyal. There is currently one new instructional staff members. The process for a new teacher is to meet with the lead mentor informally on a weekly basis and monthly in a more structured environment. The mentor provides support and guidance on best practices; ensures new teachers have all resources (academic, behavioral, and personal) needed; observes mentee's instruction and provides feedback; plan lessons with mentee; connects lesson activities to content standards; discusses student progress and analyzes student work; and models or co-teaches lessons.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Orange Grove's has a common calendar that includes cross functional teams to support positive working relationships: SBLT; Leadership Team; Leading the Learner Cadre; PLC's; Vertical PLC's; Reading Leadership Team; Hospitality Committee; SIP Committees; AdvancedEd Standard Teams; and Safety Committee. In addition, Grade Level Teams meet a minimum of one - three times weekly to engage in collaborative planning. Orange Grove celebrates successes together on a regular bases and teams alternate providing snack day in the lounge each month. Staff members recognize one another at monthly meetings by "passing a hat" to a staff member who has gone above and beyond for others. Lastly, faculty participates in team building activities at monthly meetings including a bowling outing.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Support will be provided to new to the building teachers on a differentiated basis. New teachers will receive a mentor and experienced teachers will be assigned a buddy to assist with acclimating to the new environment.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The team meets weekly from 7:35-8:20. The agenda is set by the facilitator to include academic, attendance, and behavior data on a rotating basis. Members of the SBLT are part of other school improvement committees and serve as the liaison to the SBLT for communication with the staff. In addition, teachers are invited to attend SBLT anytime they have a concern or need additional support for an academic or behavior concern. Students are progress monitored biweekly and their progress is graphed against their peers.   Students receiving Tier II interventions are reviewed every six weeks in data check meetings held during grade level "block times" to determine the appropriateness of the groups or the need to make changes. Based on the data, the determination will be made if the student needs Tier III problem solving and interventions. Appropriate members of the SBLT take responsibility for gathering additional data and scheduling the Tier III meetings with parents.

Tier III group interventions are formulated and implemented based on this data, and progress monitoring is completed weekly. Graphs are reviewed at SBLT every six weeks. At this time, the SBLT develops a hypotheses in order to change interventions or intensify for students who have not shown improvement.

The SBLT review math data including previous FCAT scores and FSA scores for fourth and fifth grade students; SAT 10 scores for 1st and 2nd grade students; and Common Assessment scores for all students. This process identifies instructional needs in Tier 1 instruction, including differentiated instruction, as well as the need for supplemental instruction to address specific skills.

The data for Science is collected through Performance Matters to examine trends and specific strands which may require additional instruction for either Tier 1, or the need to develop small group supplemental instruction at Tier 2. PLC's examine student work samples, journals and products to assess mastery of concepts. SBLT members also assist 5th grade teachers with accessing 3rd and 4th grade resources based on FCAT specifications / benchmark assessment.

Tier 1 writing data is reviewed through examination of scores on ELA assessments and writing samples.   Differentiated instruction is provided as needed with the assistance of a "just in time" literacy coach.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member   Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Christine	Porter	principal
Stacey	White	guidance counselor
Kim	Kirchoffer	psychologists
ELizabeth	Kelzer	social worker
Sue	Brewer	VE resource teacher
Jessica	Dority	3rd grade teacher
Corey	Franzen	1st grade teacher
Lauren	Serata	speech pathologist
Lori	Barzen	learning specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The SBLT is responsible for managing and coordinating the efforts between all school teams, as well as reviewing and revising the School Improvement Plan.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The SBLT uses FCAT/FSA data/iStation data/running records/phonics surveys/AIMS web/ST Math data/ MFAS assessments/ and PCS common assessments to assess the "core" (Tier I) instruction in
reading which is reviewed after each assessment period.
Office Discipline Referrals, Intervention Tracking Forms, and Student Concern/Support Requests are used as Tier 1
data for behavior.
Tier 2 group interventions are formulated and implemented based on this data, and progress monitoring is
completed every two weeks. Graphs are reviewed at the SBLT every six weeks, at which time the SBLT develops a
hypotheses in order to change interventions or intensify to Tier 3 for individual students who have not
shown improvement.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The plan to support MTSS is through the problem solving model and ongoing professional development. PLC's are empowered to use data and the problem solving process to make decisions and target instruction.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Core instructional programs follow the PCSB expectations, curriculum guides and content guides. Administrative and instructional staff collaborate and plan together weekly. Lesson plans are monitored weekly; administrator does formal and informal walkthroughs to ensure fidelity, and SBLT regularly monitors data using the problem solving model.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

FCAT/FSA data/iStation data/running records/phonics surveys/AIMS web/ST Math data/ MFAS assessments/ PCS common assessments and formative assessments are used differentiate instruction to meet the diverse needs of students. Remediation is provided to target specific learning deficits or enrichment is provided for students who have mastered a skill or concept. Teachers work with students one on one or in small groups to target instruction. The gifted teacher provides enrichment lessons every Friday for high achieving students in math and she also models higher level / critical thinking strategies for teachers weekly. Jan Richardson Guided Reading, Leveled Literacy Intervention, Daily 5, ST Math, Go Math Enrichment and Soar to Success, Think Central Lessons, and ST Math (reordered) are examples of differentiated instruction.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Collaborative planning in all content areas

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Collaborative planning provides opportunities for teachers to work together to make connections through examining our practice, consulting with colleagues, and developing our skills to better meet the instructional needs of our students.

Provide a description of the strategy below.

Using a common school calendar, collaborative planning will be built into weekly schedule. During this common planning time, teachers will work together to plan instruction and assignments based on student needs. Planning will include support from "Just in Time" instructional coaches/staff developers, differentiated instruction for students on and above grade level, as well as the development of formative assessments, scales and rubrics.

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of collaborative planning will be determined by the review of common planning notes, documents created, lesson plans, rubrics and scales posted in the classroom and administrative walk-through data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and Administrator

INSTRUCTIONAL STRATEGY #2

Strategy Type

Rigorous Learning Goals and Performance Scales. The teacher provides rigorous learning and /or targets, both of which are embedded in a performance scale that includes application of knowledge.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is for students to explain how their current level of performance ranges from simple to complex and how they can demonstrate the progression of knowledge through artifacts.

Provide a description of the strategy below.

Teachers will create a goal or target that identifies knowledge or processes aligned to standard. The scale will build progression of knowledge from simple to complex. The teacher will relate classroom activities to the scale through the lesson. Performance scales include the application of knowledge.

How is data collected and analyzed to determine the effectiveness of this strategy?

Performance scales will be evaluated at weekly collaborative planning sessions and during PLCs. Administrative walkthrough observations will be used to determine effectiveness.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and Administrator

INSTRUCTIONAL STRATEGY #3

Strategy Type

Journaling in all content areas before, during, and after reading or task.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of students journal is to increase understanding and support the development of student thinking in all content areas. Journaling supports comprehension, extends thinking, improves confidence, and bolsters writing across the content areas. It is also a

means to identify misconceptions and build relationships with students.

Provide a description of the strategy below.

Students benefit greatly from exploring their thinking through writing. They clarify their ideas, identify confusing points, integrate new information with their background knowledge, and deepen their understanding and memory of the reading. Teachers can use response notebooks or journals before students read an assignment, during the reading, and/or after the reading.

How is data collected and analyzed to determine the effectiveness of this strategy?

The teacher asks students to share with the class and/or collects the journals, reads and gives feedback. Teachers and students use this strategy to facilitate understanding and critical thinking.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and Administrator

INSTRUCTIONAL STRATEGY #4

Strategy Type

Formative assessments to plan instruction in all content areas

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is that formative assessments are to be used to check for student understanding and the rationale is that they guide teacher decision making about future instructional plans and implications.

Provide a description of the strategy below.

Through collaborative planning and professional development teachers will consistently explore a variety of methods that can be used as formative assessments to guide instructions. After determining the grade level MFAS tasks and formative assessment used in a given content area, rubrics will be developed to assess where each student falls on the continuum of learning.

How is data collected and analyzed to determine the effectiveness of this strategy?

Formative assessments and rubrics will be evaluated bi-monthly at PLCs and during collaborative planning times.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and Administrator

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Materials are available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent-teacher conference.

5th grade students participate in a "middle school week" the last week of May. Students change classes, set goals, and prepare for the transition to middle school.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
John "Jack"	Howard	media/tech specialist	howardj@pcs.org
Christine	Porter	prinicpal	porterch@pcsb.org
Sue	Brewer	VE teacer	brewers@pcsb.org
Kim	Kieser	3rd grade teacher	kieserk@pcsb.org
Alison	Swift	2nd grade teacher	swifta@pcsb.org
Valorie	Barzen	curriculum specialist	barzenv@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
• Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
• Providing scaffolding that does not preempt or replace text reading by students
• Developing and asking text dependent questions from a range of question types
• Emphasizing students supporting their answers based upon evidence from the text
• Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical
  Subjects (a focus on text, task, and instruction).

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

• Support for text complexity
• Support fidelity of schoolwide reading initiative including required minutes per week and linger longer replies
• Support for instructional skills to improve reading comprehension
• Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical
• Subjects
• Support schoolwide reading incentives and initiatives (Book It and end of year fieldtrip)
An additional area of focus for this team is school-wide literacy incentives programs. Partially funded by a grant from a local business, the school gives away two bicycles each semester to students who meet goals established for the semester. Past goals have included both a specific number of books read at grade levels, and students showing appropriate independent reading choices and behaviors. The goals and reward levels for 15-16 will be set by the committee in late September. A major focus adopted for the committee for 15-16 is to increase text complexity and book length in independent reading choices, as evidenced by data collection via Reading Counts.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

<div align="center">

8-Step Problem-Solving Process

</div>

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

<div align="center">Students Scoring at Achievement Level 3</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.6		38

<div align="center">Students Scoring at or Above Achievement Level 4</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.7		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

<div align="center">Students Scoring at Levels 4, 5, and 6</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

<div align="center">Students Scoring at or Above Level 7</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

<div align="center">Students Making Learning Gains (FCAT 2.0 and FAA)</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		74

<div align="center">Students in Lowest 25% Making Learning Gains (FCAT 2.0)</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74		79

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

<div align="center">Students Scoring Proficient in Listening/Speaking</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46.2		51

<div align="center">Students Scoring Proficient in Reading</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.4		20

<div align="center">Students Scoring Proficient in Writing</div>

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.4		20

ANNUAL MEASURABLE OBJECTIVES (AMOs)

<div align="center">Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA</div>

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	71.8		77
Black/African American	50.0		55
Hispanic	41.0		81
Asian	100		100
American Indian	0		100
English Language Learners (ELLs)	0		100
Students with Disabilities (SWDs)	31.6		65
Economically Disadvantaged	60.6		78

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Students proficient in grades 3-5 will exceed state average by a minimum of 10% as measured by Florida Standards Assessment (67% proficient in 13-14).
Students in grades 1-2 will exceed district average by a minimum of 10% as measured by SAT 10
(OGE Grade 1 59% in 14-15; District Grade 1 42% in 14-15; OGE Grade 2 44% in 14-15; District Grade 2 40% in 14-15)

Provide possible data sources to measure your reading goal.

State standardized test, PCS Common Assessments, ELA Assessments, iStation data

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Communicate a purpose for learning and learning goals in each lesson through the use of learning scales.	Teachers will: Align instruction with a course standard or benchmark and to the district/school pacing guide. Lessons/units/modules will be planned with the end in mind. The lesson will: *Include a learning goal/essential question *Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focus and/or refocus class discussion by referring back to the learning goal/essential question *Include a learning scale that relates to the learning goal and it is posted so that all students can see it *Teacher references the scale throughout the lesson.*Teachers will routinely collaborate and plan together. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 2	Plan to Implement Action 2

Teachers will use research based practices in literacy aligned to the implementation of the Florida Standards.	Teachers will: *Use routines, text based writing, close reading, complex text, and literary, narrative and research tasks. *Utilize Just in Time Literacy coach *Utilize teacher leaders in the implementation of this work *Routinely collaborate and plan with colleagues. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 3	**Plan to Implement Action 3**
Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through the use of talk, task, text, and student needs.	Teachers will: *Provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. *Use the cognitive complexity of models, examples, questions, tasks, and assessments that are appropriate given the cognitive complexity level of grade-level standards and benchmarks. *Routinely collaborate and plan with colleagues. *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 4	**Plan to Implement Action 4**
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and rereading complex text.	Teachers are using close reading strategies learned in Core Connection training.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55.6		72

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Students proficient in grades 4-5 writing will exceed state average by a minimum of 10% as measured by Florida Standards Assessment. (57% in 13-14)

Provide possible data sources to measure your writing goal.

ELA assessments, FCAT writing (baseline), FSA writing samples (when available), iStation data

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will meet regularly with students in one-to-one conferences to support student's individual needs.	Teachers will support students' needs during conferencing by providing scaffolding, goal setting, and feedback using observational and anecdotal records and explicit modeling and demonstration of targeted strategies. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

Action 2	Plan to Implement Action 2
Teachers provide students with extensive opportunities to write in the ELA block as well as integrating in other subject areas.	Teacher will provide instruction using Daily 5 routines/format including text based writing, journaling, literary, narrative, research tasks from varying genres. Students will use at home reading program requiring students to read, write and respond to text. Teachers will plan integrated lessons based on FL Standards. Teachers will routinely collaborate and plan with colleagues on research based strategies. Students will be given the opportunity to write daily and write to respond to prompts. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

Action 3	Plan to Implement Action 3
Teachers will participate in and collaborate with team in professional learning communities to insure best practices are used with fidelity as it pertains to writing instruction/scoring.	Professional development focused on best practices, in class modeling (Instructional rounds) using master teachers in the area of writing, dual scoring of writing samples and proper scoring. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

Action 4	Plan to Implement Action 4
Teachers guide students to strengthen their writing as needed by revising and editing. . (Strengthen by means of using scales and rubrics, time for research /planning, reflection, and revision).	Teachers will instruct students on strategies for revision, provide students opportunities to revise and edit their writing, and how to use scales/rubrics to guide student writing. Teachers will also provide students with opportunities to practice key boarding skills. Teachers will routinely collaborate and study student work samples. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.1		36

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18.9		24

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		65

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54		59

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	51.7		57
Black/African American	12.5		18
Hispanic	50		55
Asian	0		100
American Indian	0		100
English Language Learners (ELLs)	20		50
Students with Disabilities (SWDs)	21.1		26
Economically Disadvantaged	41.7		47

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Students proficient in grades 3-5 math will exceed state average by a minimum of 10% as measured by Florida Standards Assessment (49% proficient in 13-14).

Students in grades 1-2 will exceed district average by a minimum of 10% as measured by SAT 10
(OGE Grade 1 67% in 14-15; District Grade 1 51% in 14-15; OGE Grade 2 58% in 14-15; District Grade 2 51% in 14-15)

Provide possible data sources to measure your mathematics goal.

State standardized test, PCS Common Assessments, ST Math data, MFAS assessment data

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will plan collaboratively with their team to deliver standards based instruction with fidelity using Florida Standards with appropriate level of rigor	-When planning, align instruction with a core standard or benchmark by referring to the curriculum/content guide. -Utilize "First 10 Days" Module to establish basis for use of mathematical practices -Utilize backward planning model as introduced at DWT- plan with the end in mind -Staff consistently participating in collaborative planning -Staff collaborative planning with support of a district math coach -Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

Action 2	Plan to Implement Action 2
Use ST Math with fidelity 3-5 times weekly	-Utilize webinars and online tutorials under teacher resources -Computer time will not interfere with core instruction (scheduled during intervention time) -Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, ST Math reports, collaborative planning and PLC notes.

Action 3	Plan to Implement Action 3
Teachers will monitor student progress with formal and informal assessments to target instruction using all instructional resources	-GO Math interventions/remediation, enrichments, Soar to Success -Reference John Van de Walle's work in "Teaching Student Centered Mathematics" -CPALMS -Julie Dixon tutorials in Think Central (exemplar lessons) -District issued modules -Teachers will routinely collaborate and plan formative assessments. -Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

Action 4	Plan to Implement Action 4
Teachers will participate in grade level and school wide data meetings. Grade level PLC's will consistently analyze math data to target instruction.	-Utilize formative assessments -Benchmark analysis on ST Math reports -Based on assessments, target areas of need with small group instruction -Fluid grouping of students-based on ongoing assessments, adjusting small groups based on skill mastery -Math journals to work out problems, show work, track progress, reflect on activities, and share misconceptions -Strategically place students for better small group support -Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.2	29	39

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.8	26	36

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase the number of students proficient in the area of science by a minimum of 10% above district average as measured on FCAT 2.0 (55% in 14-15).

Provide possible data sources to measure your science goal.

FCAT Science , PCS Common Assessment Data, Formative Assessment Data

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish routine practice for teachers using formative assessment to monitor individual progress of Learning Targets	1. Teachers will attend science training for 3rd-5th at Fall DWT. which will address formative assessment in 5Es workshops. 2. PLC regarding proper, effective use of notebooks as a formative assessment tool, as well as other forms of formative assessment to monitor student progress. 3. Teachers will routinely collaborate and plan together. 4. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 2	Plan to Implement Action 2

Plan collaboratively to implement 5Es workshop with fidelity	1. PLC and dedicated planning time to ensure fidelity to workshop plans and activities as identified in the 5Es workshop documents. 2. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 3	Plan to Implement Action 3
Establish routine practice for students in the use of daily journal reflections as a component of the Science Notebook processes	1. Monitor for consistent routine practice of daily written reflections by students in Science Notebooks which will support an increase of conceptual understanding to be identified on their Success Criteria. 2. Teachers will routinely collaborate and look at student journals. 3. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.
Action 4	Plan to Implement Action 4
Develop rigorous scales and goals aligned with science benchmarks and standards	1. Attend Learning Goals and Scales training. 2. Just In Time training focused on developing rigorous scales 3. Routinely collaborate and plan with grade level team to develop rigorous scales. 4. Action will be monitored by teachers, administrator, and curriculum specialist through lesson plans, walkthrough data, collaborative planning and PLC notes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	9	2	1
Grade 1	13	5	3
Grade 2	6	10	5
Grade 3	3	6	3
Grade 4	7	3	2
Grade 5	5	3	2

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	6	10	5
Grade 1	8	6	3
Grade 2	1	8	4
Grade 3	5	3	2
Grade 4	6	7	4
Grade 5	5	8	4

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	4	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	1	1	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	2	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	1	0
Grade 5	0	2	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2	0
Grade 1	0	0	0
Grade 2	0	1	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	23		0
Grade 4	22		0
Grade 5	15.5		0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	6	0
Grade 5	0	2	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	5.6	0	0
Grade 1	4.2	0	0
Grade 2	0	0	0
Grade 3	5	2	0
Grade 4	5.7	6	0
Grade 5	5.2	6	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

1. We provide the Extended Learning Model for students who are designated as one or two star and have a Progress Monitoring Plan for reading. They receive 30 minutes of intervention each day in addition to the 90 minute core instruction in reading.
2. Teachers and staff collaborate with parents to share data, coordinate supports between school and home, and keep communication open
3. Bring Up Grades program– BUGs is a program sponsored by the Kiwanis Club of Seminole that targets students in 3rd-5th grade who have not made Honor Roll or Principal's List. The program involves setting and working towards goals for academic success.
4. Staff tutoring program to support struggling 3rd graders. Students who had not met their portfolio requirements were targeted with extra help before school.
5. Girlfriends – At-risk girls in 5th grade were selected to be part of Girlfriends of Pinellas. Each girl was paired with a mentor who encouraged in areas of academic success, attendance, and social skills.
6. Child Study Team – The Principal, School Social Worker, and School Counselor worked with students and parents who had poor attendance, including absences and tardies.
7. Number Crunchers – This program provided extra practice after school for 5th graders in the area of math.
8. Extended Learning Program - before and after school support for student deficient in reading, math, and science.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Bradley MOU: To increase the achievement level of black students in reading (50% to 57%) and in math (12.5% - 51%); based on AMO targets. Goal • Lack of differentiated instruction • Lack of student engagement Action: Monitor that teachers are... Differentiating instruction based on student interests, classroom orientation, prior knowledge/background and skill level. Teachers will use formative instructive and research based strategies used to engage and scaffold learning. Teachers will provide specific feedback designed to guide the student toward the learning goal. Students will be provided opportunities to monitor their progress through peer/self-assessment.	50		57 (rdg)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Orange Grove Elementary offers many opportunities throughout the school year for parental involvement (IE Carnival, Open House, Walk to School, Curriculum Night, Spirit Nights, Italian Night, PTA, SAC, etc.). We have approximately 80% parent involvement at school wide events. Parent-conferences are arranged on a flexible schedule designed to help accommodate parents. Additional communications occur at our Open House/Meet the Teacher and through our school newsletter. PTA and SAC monthly meetings are scheduled to further involve parents in our school community. All stakeholder groups (parents, students, staff) were given AdvancedED surveys seeking input on overall education experience at OGE. Specific questions targeted safety, whole child, and academic rigor. Results of surveys are shared with entire school community and used to make improvements and grow.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Orange Grove Elementary follows tradition with the "Orange Grove Way." This starts includes front office staff, cafeteria, plant operation and instructional. Everyone is friendly and maintains a positive attitude. Communication with our families includes: Newsletters, School Messenger, E-mails, Parent Teacher Conference, Student Agenda, Fliers, Marquee, Report Cards, Phone calls, Web page and Progress Reports.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our Family & Community Liaison reaches out to our local community by personally walking into businesses and churches, makes phone calls and sends e-mails. She also maintains relationships with our feeder preschools. She solicits partnerships in the school newsletter and through our school families. She introduces our school and builds on the relationship. Local business owners provide mentors and volunteers. Several businesses sponsor spirit nights. OGE uses the proceeds for supplies and resources for the classroom. The Principal participates with the Seminole EcoSystem and OGE joined the Seminole Chamber of Commerce in 2013.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		Bronze in 33% (2	Bronze in 3 out

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

	Add PD	Delete PD

Professional Development Identified	Marzano Roll Out
Related Goal(s)	Increase knowledge of Marzano Framework and high yield instructional practices
Topic, Focus, and Content	Marzano Framework
Facilitator or Leader	Christine Porter and Jessica Dority
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all
Target Dates or Schedule *(e.g., professional development day, once a month)*	8/13/15
Strategies for Follow-Up and Monitoring	lesson plans, walkthroughs, formative assessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Learning Goals and Scales
Related Goal(s)	Increase knowledge of Domain 1 in Marzano Framework
Topic, Focus, and Content	Learning Goals and Scales
Facilitator or Leader	Christine Porter, Jessica Dority and Marzano Team
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all
Target Dates or Schedule *(e.g., professional development day, once a month)*	8/18/15
Strategies for Follow-Up and Monitoring	lesson plans, walkthroughs, formative assessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Make the Data Count!
Related Goal(s)	Increase comfort level with data and build a schoolwide data culture
Topic, Focus, and Content	Small group instruction on student status, instructional priorities, and access to data (performance matters and baseball card)
Facilitator or Leader	Jeanne Wellings
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all
Target Dates or Schedule *(e.g., professional development day, once a month)*	8/20/15
Strategies for Follow-Up and Monitoring	lesson plans, walkthroughs, formative assessments, common assessments

Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Just in Time - ELA
Related Goal(s)	Increase comfort level and application of JRGR and ELA Modules
Topic, Focus, and Content	Planning and delivering ELA instruction (whole group and differentiation) during black and intervention time
Facilitator or Leader	Sandra Weaver
Participants (e.g., Professional Learning Community, grade level, school wide)	all
Target Dates or Schedule (e.g., professional development day, once a month)	10/12-16/15
Strategies for Follow-Up and Monitoring	lesson plans, walkthroughs, formative assessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Just in Time - Math
Related Goal(s)	Increase effective planning in mathmatics
Topic, Focus, and Content	Effective Planning in a Mathematics Classroom
Facilitator or Leader	Michael Anderson
Participants (e.g., Professional Learning Community, grade level, school wide)	all
Target Dates or Schedule (e.g., professional development day, once a month)	October - April (bi-monthly)
Strategies for Follow-Up and Monitoring	lesson plans, walkthroughs, formative asessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Just in Time - Science
Related Goal(s)	Increase student achievement in Science
Topic, Focus, and Content	Effective planning, journaling, and awareness of 5E workshop
Facilitator or Leader	Gwendolyn Noun
Participants (e.g., Professional Learning Community, grade level, school wide)	all
Target Dates or Schedule (e.g., professional development day, once a month)	September - April (monthly)
Strategies for Follow-Up and Monitoring	Lesson plans, walkthroughs, formative asessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	Art and Science of Teaching - Book Study
Related Goal(s)	Increase student achievement through research based high yield strategies

Topic, Focus, and Content	Marzano Framework
Facilitator or Leader	Christine Porter
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all
Target Dates or Schedule *(e.g., professional development day, once a month)*	ongoing
Strategies for Follow-Up and Monitoring	Lesson plans, walkthroughs, formative asessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Principal
Professional Development Identified	**Learning Goals and Scales**
Related Goal(s)	Increase teacher comfort level writing learning goals and scales
Topic, Focus, and Content	Write and utilize learning goals and scales in ELA and math
Facilitator or Leader	Amber Nash
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all
Target Dates or Schedule *(e.g., professional development day, once a month)*	9/18/15
Strategies for Follow-Up and Monitoring	Lesson plans, walkthroughs, formative asessments, common assessments
Person Responsible for Monitoring	Teachers, Curriculum Specialist, Administrator

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - 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.

School leadership identifies and aligns all available resources (personnel, instructional, curricular) to meet the needs of all students and maximize desired student outcomes though cross curricular teams. The SBLT meets weekly to analyze student data and support the goals in the SIP; Team Leaders (Leadership Team) meets monthly to promote highest student achievement, effective and efficient operations, and a safe learning environment; the Lead the Learner Cadre (LLC) meets bi-monthly or monthly to provide site based professional development and support faculty in improving our practice; PLC's meet weekly to problem solve and support student

achievement; vertical PLC's meet monthly to engage in articulation among grade levels; grade level teams meet weekly to collaboratively plan; SIP Committees meet monthly to support the academic goals in the SIP; Reading Leadership Team meets monthly to support the literacy, a love of reading, and promote academic rigor; ESE Team Members meet weekly or bi-weekly to support SWD subgroup; and Safety Committee meets monthly to promote highest student achievement. Funds are supplemented through volunteers; adopt a class donations; and grants. The principal is responsible for ensuring school leadership identifies and aligns resources.

PART V   BUDGET

Create a budget for each school-funded activity.

| Add Item | Delete Item |

Budget Item Description	Extended Learning
Related Goal(s)	Increase student achievement in ELA / math
Actions/Plans	Provide differentiated, small, group instruction during and before/after school day
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Research based programs TBD
Description of Resources	TBD
Funding Source	SIP funds
Amount Needed	$2,000.00
Budget Item Description	Campus Beautification
Related Goal(s)	Involve all stakeholders and school community in campus beautification
Actions/Plans	Increase communication and involvement with school community
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	TBD
Description of Resources	TBD
Funding Source	SIP funds
Amount Needed	$1,000.00

PART VI   MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

| Add Goal | Delete Goal |

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	

If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier