



# School Improvement Plan 2017-18

## Orange Grove Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Christine Porter	<b>SAC Chair:</b> Miranda Mundzak
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<b>School Vision</b>	100% Student Success.
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<b>School Mission</b>	Establish leadership and a love of learning.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
346	1%	3	13	7	75	1

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> B	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	70	68	80	70	51	57						
Learning Gains All	60	65	58	59								
Learning Gains L25%	36	57	36	52								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Christine	Porter	FT	4-10 years
Other	Valorie	Barzen	PT	4-10 years
Counselor	Stacey	White	FT	11-20 years
Teacher Leader	Sue	Brewer	FT	20+ years
Other	Kim	Kirchoffer	Itinerant	4-10 years
Other	Janet	Oliver	Itinerant	Less than 1 year
Teacher Leader	Corey	Franzen	FT	4-10 years
Teacher Leader	Jessica	Dority	FT	4-10 years
Other	Lauren	Serata	PT	4-10 years
Teacher Leader	Jennifer	Raffaele	PT	1-3 years
<b>Total Instructional Staff:</b>	10	<b>Total Support Staff:</b>		




# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

As part of our School-Wide Behavioral plan, we have four school-wide expectations: respect, responsibility, honesty, and 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. We are introducing Restorative Practices in 2017-18.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Signs are posted throughout campus stating the character word of the month. Signs are also posted throughout campus and in classrooms with the School Wide Expectations. Teachers regularly embed character education in 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. In the beginning of the school year, important components of the behavior plan are taught to students. They receive lessons from the school counselor, teachers, and other staff members. These lessons teach or review the school-wide expectations, common area rules, classroom rules and expectations, and the positive behavior recognition program. Additionally, all of these components are reviewed on a regular basis with each class. When behavior issues occur, staff refers to the school-wide expectations in relation to the exhibited behavior and the behavior goal.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The SBLT 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.

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.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The SBLT 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.

The SBLT team reviews multiple sources of ELA / reading data including running records, Common Assessments, FSA scores, SAT 10 scores, formative assessments, iStation data, and student work samples. 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 FSA scores for third, fourth and fifth grade students; SAT 10 scores for 1st and 2nd grade students; and Common Assessment scores for all students. ST Math data and formative assessment (MFAS, GO Math, etc.) is also reviewed. 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 the Science Diagnostic Assessment and 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 SSA 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.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Students are progress monitored biweekly and their progress is graphed against their peers. Students receiving Tier II interventions are reviewed after each assessment cycle 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 uses 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, math, and science 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.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

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. 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 bi-monthly 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. In addition, levels of rigor from the FSA test item specifications are used to determine the minimum appropriate rigor for grade level standards.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Daily school attendance for all students at Orange Grove is the goal and expectation. The exception to this would be if a student had a reason that qualified as an excused absence. In the 2016-17 school year, there were 2,583 student absences. 96 students had 10 or more absences. Our goal is to reduce the number of students with 10+ absences by 10% (86 students).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teacher, parent, and student training, Communicate clearly with parents about attendance policy, Child Study Team, Attendance Incentives / Celebrations, and complete the PSW quarterly to address most common reason / barrier students miss school. Continue to develop interventions that target trends of why students are absent using attendance codes.	Principal, Guidance Counselor, and CST
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Our goal is to have zero referrals, minor incident reports, and discipline incidents from all students including those students who are black. Based on discipline and referral data from FOCUS and from Minor	

<p>Incident Form data, we have very few recorded discipline issues. Because of the low numbers it is difficult to draw conclusions or see patterns about any group of students at our school. However, we want all students to be successful in school and this includes being respectful, responsible, self-motivated, and highly engaged. To reach this goal, misbehavior in the classroom and in common areas of the campus should be corrected and prevented. In the 2016-17 school year, we had two discipline referrals. Students who are black accounted for 0 discipline referrals. Minor Incident Reports (out of 24 total - 8%), and 0 Discipline Incidents (out of 2 - 100%).</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Continue to provide Tier 1 and Tier 2 Behavior Interventions and Earlier intervention for students not following expectations</p>	<p>Principal, Teachers, Social Services Team</p>
<p><b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p> </p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p> </p>	



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

<p>Core instructional programs follow the PCSB expectations, curriculum guides and content guides. All lessons are tied to a learning scale and scales are based on standards. 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 including PCS Common Assessment, SAT 10, FSA, ST Math, iStation, and running records using the problem solving model. Staff and students also use restorative practices and culturally responsive instruction to enhance high expectations and a positive learning environment.</p> <p>88% of 1<sup>st</sup> grade students achieved a 4-9 stanine on the SAT 10 reading placing us 5<sup>th</sup> in the district. 98% of 1<sup>st</sup> graders achieved a 4-9 stanine on SAT 10 math placing us 2<sup>nd</sup> in the district. 94% of 2<sup>nd</sup> grade students achieved a 4-9 on SAT 10 reading placing us 2<sup>nd</sup> in the district and 98% achieved a 4-9 on math placing us 4<sup>th</sup> in the district.</p> <p>80% of 3<sup>rd</sup> grade students were proficient on FSA Math placing us 11<sup>th</sup> in the district. 80% of 4<sup>th</sup> grade students were proficient on FSA ELA placing us 6<sup>th</sup> in the district and 87% of 4<sup>th</sup> grade students were proficient on FSA Math placing us 6<sup>th</sup> in the district.</p>
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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

<p>Based on data from FSA, SAT 10, PCS Common Assessments, and walk-through data, the key areas for improvement include all academic areas of instruction.</p> <p>Orange Grove has 4 academic goals:</p>
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- 1) Students proficient in grades 3-5 will increase proficiency in ELA (English Language Arts) by a minimum of 10% as measured by Florida Standards Assessment (70% proficient in 16-17).
- 2) Students proficient in grades 3-5 math will increase proficiency by a minimum of 10% as measured by Florida Standards Assessment (80% proficient in 16-17).
- 3) Increase the number of students proficient in the area of science by a minimum of 10% as measured on Florida Science Assessment (61% proficient in 16-17).
- 4) Close the achievement gap between Black and non-black students to 80% in ELA and 90% in math.

**Instructional Practices:**

**Standards Based Collaborative Planning in all content areas:**

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

**Rigorous Learning Targets with Progression of Knowledge:**

The teacher provides rigorous learning tasks aligned to the complexity levels of standards based targets. 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 evidence.

**Effective feedback:**

The purpose of student feedback is to increase understanding and support the development of student thinking in all content areas. The teacher provides frequent feedback that is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

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.

The SBLT review math data including previous FSA scores for third, 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.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year in the spring and again during pre-school. 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. Middle school feeder schools also visit OGE to meet with students and parents to appropriately schedule for middle school.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
<b>Standards Based Collaborative Planning in all content areas:</b> Collaborative planning provides opportunities for teachers to work together to make connections through examining our practice, consulting with colleagues, and developing our skills (strategies and assessments) to better meet the instructional needs of our students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The effectiveness of collaborative planning will be determined by the review of common planning notes, documents created, lesson plans, rubrics and progression of knowledge posted in the classroom and administrative walk-through data.	Teachers and Administrator
<b>Goal 2:</b> What is another school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
<b>Rigorous Learning Targets with Progression of Knowledge:</b> The teacher provides rigorous learning tasks aligned to the complexity levels of standards based targets. 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 evidence.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Performance indicators will be evaluated at weekly collaborative planning sessions and during PLCs. Administrative walkthrough observations will be used to determine effectiveness.	Teachers and Administrator
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
<b>Effective feedback:</b> The purpose of student feedback is to increase understanding and support the development of student thinking in all content areas. The teacher provides frequent feedback that is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Effective feedback will be evaluated at weekly collaborative planning sessions and during PLCs. Administrative walkthrough observations will be used to determine effectiveness.	Teachers and Administrator





## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

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 (focus on areas targeted for growth in climate surveys); 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.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

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; and Safety Committee. In addition, Grade Level Teams meet a minimum of one - three times weekly to engage in collaborative planning.

### Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The following JIT training took place at OGE in 16-17:

Just in Time Math with Kevin Larkin:  
 8/5/16            Math Fluency (cancelled by math dept)  
 9/22/16  
 11/17/16  
 12/8/16  
 1/5/17            Understanding Multiplying and Dividing Fractions  
 1/31/16           (cancelled by math dept)

Just in Time Science with Debra Cascone:  
 10/25/16  
 11/30/16  
 1/19/17  
 2/28/17

Personalized Learning Book Study:

11/19/16

2/28/17 (John Russo)

3/27/17

4/24/17

\*site visits to two schools by 5 staff members

Data Driven PLC's (3<sup>rd</sup> grade team):

8/5/16

Remind (Janet Harmeson):

9/20/17

\*digital leaning visit to Rebecca Moore by Harmeson and Jones

Goal Setting in iStation (Jennifer Raffaele):

12/13/16

Student Centered Classroom with Rigor (Porter):

1/1023/17

Marzano:

9/8/16 Going deeper with scales (Leah Heffner)

10/11/16 Taxonomy Levels and Standards Based Instruction (Andrea Medina and Laura Kuenn)

2/9/17 Learning Boards (Andrea Medina and Laura Kuenn)

2/21/17 Effective Feedback (Kim Kieser, Jessica Dority, and Corey Franzen)

4/18/17 Learning Boards (Andrea Medina and Laura Kuenn)

Marzano Coaching and Feedback:

5 teachers attended through SPC (Medina, Kuenn, Franzen, Dority, and Kieser)

Kagen Collaborative Groups (Kim Kieser):

11/15/16

Baseball Card and Unify (Lorie Barzen):

11/18/16

My Unify (Stacey White and Porter):

2/14/17

Teacher's College Reading Units of Study Pilot (kdg – 2):

11/4-8/16

12/8/16 (Paige Michael)

2/15/17

2/21-23/17

\*site visits to Pinellas Central by kdg, 1<sup>st</sup> and admin

Peace Corners / Restorative Practice  
12/20/16 (Stacey White)

Peace Circle / Restorative Practice  
12/13/16 (Porter)

Chapter 1 (Porter)  
3/7/17

Instructional Rounds (Leah Heffner and Penny LSI):  
10/18/16  
12/13/16  
2/8/17

Understanding Data with Sam Whitten:  
1/17/17

ELA and Core Connections TDE's:

5th	Sept. 1, 16
4th	Sept. 7, 16
3rd	Oct. 7, 16
3rd and 5th	Oct. 20, 16
Music	Oct. 25, 16
2nd	Oct. 28, 16
K	Nov. 4, 16
K	Nov. 7, 16
3rd	Nov. 11, 16
4th	Nov. 17, 16
5th	Dec. 2, 16
3rd	Jan. 9, 16
3rd	Jan. 10, 16
2nd	Jan. 31, 16
3rd	Feb. 10, 16

Based on teacher input, FSA and SAT 10 data, and observational data, we will PDSA our professional development for 17-18:

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?

<b>related to teacher, staff growth needs.</b>			
Standards Based Collaborative Planning in Mathematics	ongoing	Kdg-5th	Increase student achievement in math
Creating a "Data Culture"	8/2/2017 9/12/2017 ongoing	Kdg – 5h	Increase student achievement
Just in Time Science Training – Emphasis on Science Lab	ongoing	Kdg-5th	Increase student achievement in science
Just in Time ELA Training – Emphasis on Reading Units of Study and JRGR	ongoing	Kdg-5th	Increase student achievement in ELA
Module Training	Summer and ongoing	Kdg – 5th	Increase student achievement
Marzano – emphasis on 12 high yield strategies	ongoing	Kdg-5th	Increase student achievement
Core Connections	ongoing	3 <sup>rd</sup> - 5th	Increase student achievement
Effective Collaborative Planning	8/7/17 Ongoing	Kdg-5 <sup>th</sup>	Increase student achievement



## Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**  
**Marzano Leadership ●Domain 4, 5, 6**

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

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. 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.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Orange Grove hosts a number of family nights and events that include the necessary tools to increase student achievement. The curriculum and organize of the class is outlined at Meet the Teacher during pre-school and Open House in September. A Reading Under the Stars night is held in the fall to promote literacy. All parents are invited in for a Parent-Teacher conference a minimum of one time per year and there is a school wide Exhibition Extravaganza / Student Led Conference night scheduled in May 2018. In addition, we hold grade level FSA nights and maintain an open door policy.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

<b>Planning Inventory</b>	<b>Very few of our families</b>	<b>Some of our families</b>	<b>Most of our families</b>	<b>Nearly all of our families</b>
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

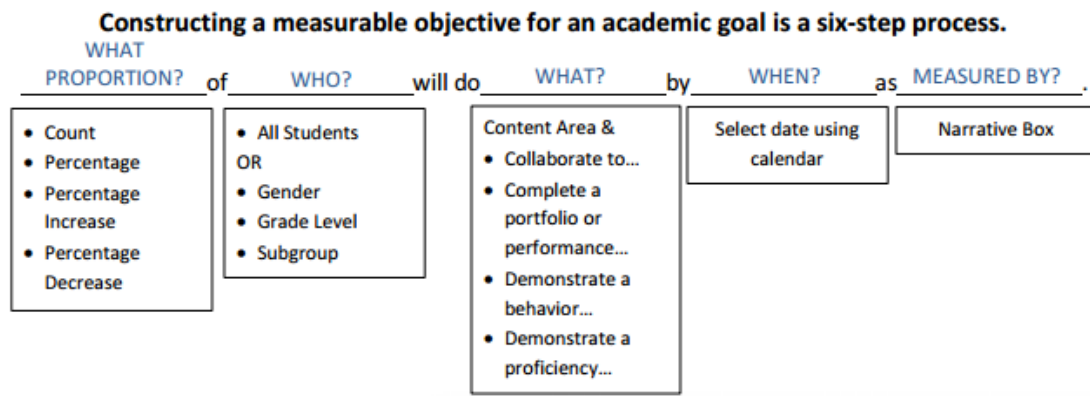
 **Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase participation in family events by 10% in 2017-18 (approximately 80% of our families attended at least one event in 2016-17.)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Offer a variety of events at various times of day and include more student work/talent in family events.	Administrator and Family Liaison
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase the # of volunteer hours by a minimum of 10% in 2017-18 (6000 hours in 2016-17).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Emphasize and educate families on the importance of home school connection. Recruit families to volunteer at least 3 hours.	Administrator and Family Liaison
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b>
<p>*All students in grade 3-5 will increase proficiency in ELA by a minimum of 10% as measured by the Florida Standards Assessment (70 % proficient in 2016-17)</p> <p>*A minimum of 67% of students in grade 4-5 will make an annual learning gain in ELA as measured by the Florida Standards Assessment (60% in 2016-17)</p> <p>*A minimum of 55% of the lowest 25% of students in grade 4-5 will make an annual learning gain in ELA as measured by the Florida Standards Assessment (36% in 2016-17)</p>	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking and listening.</li> <li>Teachers intentionally and collaboratively plan instruction aligned with high level of rigor by using Marzano’s Taxonomy and adjust instruction through the use of talk, task, text, and student needs.</li> <li>Teachers develop rigorous learning goals and performance scales based on identified key standards.</li> </ul>	<ul style="list-style-type: none"> <li>All actions will be monitored by teachers, administrators, and curriculum specialist through lesson plans, walk through data, collaborative planning and PLC notes.</li> </ul>

<ul style="list-style-type: none"> <li>• Teachers ensure students have ample time every day to practice independently what was taught in reading and writing , allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels, as well as the calendar year. Teachers provide specific and ongoing feedback to students on their progress toward the standard.</li> <li>• Teachers provide daily opportunities for students to write over extended time frames (time for research / planning, reflection, and revision).</li> <li>• Teachers utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods including conferring) to meet the unique needs of their students.</li> </ul>	

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
<p>*All students in grade 3-5 will increase proficiency in Math by a minimum of 10% as measured by the Florida Standards Assessment (80 % proficient in 2016-17)</p> <p>*A minimum of 80% of students in grade 4-5 will make an annual learning gain in Math as measured by the Florida Standards Assessment (58% in 2016-17)</p> <p>*A minimum of 58% of the lowest 25% of students in grade 4-5 will make an annual learning gain in Math as measured by the Florida Standards Assessment (36% in 2016-17)</p>	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Teachers utilize systemic resources provided on the Elementary Math e-Learn site (Curriculum Guides, Effective Planning Docs, Content Guides, Games Docs, Rich Mathematical Tasks, and Learning Goals) to effectively and collaboratively plan instruction.</li> <li>• Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> <li>• Teachers administer mathematics unit assessments in Unify and analyze the data by standard for their class and across the grade level.</li> <li>• Teachers utilize ongoing formative assessments (IE MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.</li> <li>• Teachers collaborate to select and implement rigorous tasks aligned with each standard.</li> <li>• Teachers utilize high yield instructional strategies, including number talks, to develop number sense, flexibility, and fluency alongside a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• All actions will be monitored by teachers, administrators, and curriculum specialist through lesson plans, walk through data, collaborative planning, and PLC notes.</li> </ul>

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Science Goal	Goal Manager:
*All students in grade 5 will increase proficiency in Science by a minimum of 10% as measured by the Florida Science Assessment (61 % proficient in 2016-17)	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Develop and implement a 5<sup>th</sup> grade standards review plan based on data from the 3<sup>rd</sup>/4<sup>th</sup> grade Review Diagnostic Assessment (including Think Central).</li> <li>Establish routine practice of the 10-70-20 instruction model for students (setting the purpose 10%, core instruction 70% and confirming the learning 20%).</li> <li>Teachers will consistently and collaboratively plan lessons that refer to the learning target and include the 5E model of instruction, SLAGS, and on-going formative assessments.</li> <li>Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab.</li> </ul>	<ul style="list-style-type: none"> <li>All actions will be monitored by teachers, administrators, and curriculum specialist through lesson plans, walk through data, collaborative planning and PLC notes.</li> </ul>

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	<b>Goal Manager:</b> Laura Kuenn
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2016-17, school was eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition</p>



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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap / Required Goals**

Subgroup Goal (Black)	Goal Manager: Christine Porter
All African American students in grade3-5 will increase proficiency in ELA, Math and Science by a minimum of 10% as measured by the Florida Standards Assessment.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Assign mentors for identified African American students.</li> <li>Goal setting with mentor, teacher, or administrative team.</li> </ul>	Increased proficiency in academic content areas.

Subgroup Goal (ELL)	Goal Manager: Stacey White
All ELL students in grade3-5 will increase proficiency in ELA, Math and Science by a minimum of 10% as measured by the Florida Standards Assessment.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Provide opportunities and encourage ELL students to participate in Extended Learning Opportunities.</li> </ul>	Increased proficiency in academic content areas.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager: Sue Brewer</b>
All ESE students in grade3-5 will increase proficiency in ELA, Math and Science by a minimum of 10% as measured by the Florida Standards Assessment.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Provide opportunities and encourage ESE students to participate in Extended Learning Opportunities.</li> <li>• Provide Social Skills and Peers Groups.</li> <li>• Increase communication between ESE and General Education teachers.</li> <li>• Lindamood-Bell Instruction for Reading &amp; Comprehension</li> </ul>	Increased proficiency in academic content areas.

<b>Subgroup Goal (Gender Discrepancy)</b>	<b>Goal Manager: Christine Porter</b>
Orange Grove Elementary has 203 boys and 173 girls (10%+ discrepancy in kdg and 1 <sup>st</sup> grade). All students (male and female) in grade3-5 will increase proficiency in ELA, Math and Science by a minimum of 10% as measured by the Florida Standards Assessment.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Classroom libraries are built with student interest in mind.</li> <li>• Teachers engage in Responsive Instruction.</li> <li>• High student investment and Growth Mindset is built.</li> <li>• Students are provided with a variety of Voice and Choice.</li> </ul>	Increased proficiency in academic content areas.

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*


<b>Early Warning Indicator</b> (Number of students by grade level)	<b>Grade</b> <i>Select</i>	<b>Grade</b> <b>1st</b>	<b>Grade</b> <b>2nd</b>	<b>Grade</b> <b>3rd</b>	<b>Grade</b> <b>4th</b>	<b>Grade</b> <b>5th</b>	<b>Grade</b> <i>Select</i>	<b>School Totals</b>	
								<b>#</b>	<b>%*</b>

Students scoring at FSA Level 1 (ELA or Math)				10	7	7			
Students with excessive absences / below 90 %		3	4	4	5	6			
Students with excessive behavior / discipline**									
Students with excessive course failures**			3	8	4	20			
Students exhibiting two or more Early Warning indicators					2				

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

 **EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here. Goal: Daily school attendance for all students at Orange Grove is the goal and expectation. The exception to this would be if a student had a reason that qualified as an excused absence. In the 2016-17 school year, there were 2,583 student absences. 96 students had 10 or more absences. Our goal is to have 0 students with 10 or more absences.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Teacher, parent, and student training, Communicate clearly with parents about attendance policy, Child Study Team, Attendance Incentives and Celebrations, and address attendance concerns		Decrease in students with 10 or more absences.

 **EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here. Goal: Our goal is to have zero referrals, minor incident reports, and discipline incidents from all students including those students who are black. Based on discipline and referral data from FOCUS and from Minor Incident Form data, we have very few recorded discipline issues. Because of the low numbers it is difficult to draw conclusions or see patterns about any group of students at our school. However, we want all students to be successful in school and this includes being respectful, responsible, self-motivated, and highly engaged. To reach this goal, misbehavior in the classroom and in common areas of the campus should be corrected and prevented. In the 2016-2017 school year, we had three discipline referrals. Students who are black accounted for 2 discipline referrals (66.7%), 2 Minor Incident Reports (out of 24 total - 8%), and 0 Discipline Incidents (out of 1 - 100%).		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Continue to provide Tier 1 and Tier 2 Behavior Interventions and Earlier intervention for students not following expectations		Decrease in behavior referrals and minor incident reports.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

MTSS Team, Child Study Team, Extended Learning Programs, STEM	Describe yo
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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Goal: Students identified, based on Early Warning Systems, will be offered appropriate learning opportunities.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Extended Learning Program and STEM	Attendance records
Child Study Team and MTSS	Meeting Minutes



## {Section 3} – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees	29	% with advanced degrees	22.5
% receiving effective rating or higher	88	% first-year teachers	3
% highly qualified (HQT)*	100	% with 1-5 years of experience	21
% certified in-field**	100	% with 6-14 years of experience	52
% ESOL endorsed	63	% with 15 or more years of experience	24

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Orange Grove's faculty is stable and loyal. There are currently four 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.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Miranda	Mundzak	White	Parent
Harry	Jones	White	Teacher
Christine	Porter	White	Principal
Pat	Constantine	Black	Business/Community
Ann-Marie	Weather	White	Parent
April	Leach	White	Business/Community
Daniel	Saenz	Hispanic	Parent
		Select	
		Select	
		Select	
		Select	

### SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/11/2017
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Stacey White
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SBLT meets each Wednesday at 7:40AM.

**Budget / 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. Attached budget if preferred.

SIP funds will support increased student achievement in ELA, Math and Science by providing funds for classroom libraries AND through the purchase of iPads to support learning.
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