Orange County Public Schools

Orange Center Elementary

2016-17 Schoolwide Improvement Plan

Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

https://orangecenteres.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	B

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Orange Center Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [Diane Leinenbach](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producers of successful students in the nation.

2. School Environment

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

Orange Center Elementary's faculty and staff nurture academic relationships with students that provide foundations to build knowledge and understanding of the different cultures that are served. Parent workshops, parent conferences, parental involvement events and periodic communication with our parents allow faculty and staff to support the students, thereby building relationships. Professional development provided via resources from the Title 1 department helps faculty and staff learn ways to provide academic support that is sensitive to the needs of our clientele and fosters relationships that lead to academic success.

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

Orange Center Elementary follows district policies regarding day to day functions. A SAFE Plan is created to facilitate organized and timely responses to natural and man-made disasters. A school-wide behavior management system, CHAMPs, is in place to ensure that all areas of the campus are safe and orderly. Duty schedules have been created to ensure adult supervision is in place and the supervision of duties is monitored by the administrative team. Parents and students play a role in keeping the school environment safe. The students review the Student Code of Conduct every nine weeks and parents are responsible for reviewing it with their child and returning a signed copy of it to school verifying that they understand and have spoken to their child about behavior expectations. There is also a full-time security guard on staff to monitor campus activities and provide support for any incident that may arise during the day.

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

Orange Center Elementary is governed by three behavior management systems. The school district has provided the Code of Conduct which is reviewed with every new student each nine weeks. The second system is the CHAMPs behavior management system. This system is school-wide and gives clear expectations for how students will conduct themselves any place on campus. Teachers are trained by a consultant on

campus and 2 times per year a CHAMPs consultant performs classroom walkthroughs and professional development to update the teachers' skill sets. The classroom teacher has a classroom behavior management plan that is tied to CHAMPs expectations and their efforts towards their academics. Teachers utilize an online component to track behaviors through Class Dojo and an extrinsic plan where students move their clips throughout the day. They always have an opportunity to move their clips based upon their choices.

d. 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.

At the beginning of the year and periodically throughout the year at-risk students are identified. Social skills classes are provided to address specific needs of students to ensure academic success. Mentors are also attached to those students that have been identified as at-risk. Orange Center students identified as needing social-emotional support are referred to the school counselor. After the counselor works with the student it is determined whether the student needs ongoing counseling; if so, group counseling sessions for a minimum of one day per week are scheduled. Students that need additional resources are referred to the school social worker. Additional social and emotional support for students is provided through the MTSS process. Additional in-school resources that support the development of social and emotional needs are after school clubs, such as cooking, chess and drama. Additionally, our 2016-2017 BPIE goal is to increase Orange Center's use of a person-centered planning process for our students with disabilities in a more deliberate manner. We will ensure teachers from grade levels have set meetings to discuss the students with disabilities that they will be receiving to ensure a successful transition of those students.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Orange Center Elementary understands the correlation between student contact time and increased student achievement. The goal is to decrease the number of instructional days lost for students during the 2016-2017 school year due to attendance and suspension. For those students not meeting the measure of acceptable attendance, conferences (Child Study Team Meetings) are held with the parent. If the situation is not rectified, attendance meetings may include truancy officials and even judicial personnel. The following are resources and strategies that serve as the early warning interventions for student attendance:
--Parent conferences
--Social worker referrals
--Multi-Tiered Systems of Support (MTSS)
--Parent workshops

Students who are failing in ELA or Math are given opportunities to attend before and/or after school tutoring. Students who have been identified as being non-proficient or at-risk in math or ELA are also targeted for tutoring. These students also receive functional basic skills (intervention) for 30 minutes each day. Differentiated instruction is provided in reading and math in all classrooms.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	12	7	6	15	4	0	0	0	0	0	0	0	59
One or more suspensions	2	4	2	3	5	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	1	0	5	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	11	14	6	0	0	0	0	0	0	0	31

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	0	4	9	1	0	0	0	0	0	0	0	17

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention strategies used at Orange Center Elementary include:
--attendance contracts with parents
--before/after school tutoring
--parent conferences (academic, attendance and behavior)
--Social Worker and School Psychologist referrals, as needed
--intervention and enrichment via small group instruction
--Reading and Math computer programs (iReady)
--Summer Reading Camp

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/307456.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

Orange Center Elementary partners with Orlando Health, the American Heart Association, the Orlando Breakfast Rotary Club, local churches, law offices and surrounding businesses to provide vital resources. The partners provide healthy living classes, mentorship to our students and school supplies so that students are prepared to learn in the classroom environment. Many of these partners are visible at school nights and the students are able to attend and perform at their local businesses. Community and school stakeholders are able to clearly view the school-community relationship that provides students with needed benefits and resources.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Whalen, Heather	Teacher, K-12
Simmons, Melanie	Assistant Principal
Tondreau-Demosthenes, Natasha	Instructional Coach
Smothers, Latonya	Instructional Coach
Issertell, Harriett	Instructional Coach
Goodheim Borjas, Goldie	Guidance Counselor
Talbert Irving, Margarete	Principal
Salmon-Jones, Sonya	Instructional Coach
Carrington, Stephanie	Instructional Coach

b. Duties

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

Principal, Margarete Talbert-Irving and Assistant Principal, Melanie Simmons: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support implementation and communicate with parents regarding school-based MTSS plans and activities.

Staffing Coordinator:Heather Whalen: Assists in student data collection, ensures teachers are implementing tier 3 instruction and collaborates with general education teachers. Meets with parents, social worker, school psychologist, and teachers to conduct IEP team meetings and EPT meetings to assist in proper placement of students to enhance learning. As the Parent Liaison she works directly with parents and outside agencies to support the needs of parents so that they are able to have a positive impact on their

children's education.

Guidance Counselor: Goldie Goodheim-Borjas: Provides individual and group counseling to assist teachers in creating appropriate tiered learning for students. Ensures the social-emotional needs of students are addressed to increase the likelihood that students are in attendance at school and engaged in academics.

Instructional Coaches: Latonya Smothers,Stephanie Carrington, Sonya Salmon-Jones, Natasha Tondreau-Demosthenes and Harriet Issertell: Develop academic plans in reading, math, science and writing for both the regular teachers and the STEM teachers. They provide coaching and feedback to teachers to increase their pedagogical skills. They create professional development that is defined by the needs determined through observation of teaching and data pulled from assessments. They also gather resources necessary for teachers to effectively deliver instruction.

2. 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.

Data meetings are held weekly and biweekly by the administrative team. The meetings are dependent on the need(s) of the grade level to discuss assessments, pacing, and the support systems needed to implement quality data driven instruction in the primary and intermediate grades. The reading and math coaches support teachers and peer support groups through PLCs, coaching, and side-by-side coaching to help provide the necessary academic resources to impact student achievement. Input from the Marzano framework data and support from the Learning Science International consultant help drive the levels of support given to teachers to ensure student success. Support via after school tutoring is provided for all grades levels by classroom teachers and funded through the school budget.

The school will utilize Title I funds to provide instructional resource materials, support personnel and the implementation of staff development. The school provides funds through Title I to pay for parents in the community to earn a GED. Title I funds also fund the VPK program. The school will use Title I funds to tutor identified students reading below level in grades 3-5.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Courtney Williams	Business/Community
Margarete Talbert-Irving	Principal
Mary Phillips	Parent
Washington Shores Church	Business/Community
LaSaintee Curry	Parent
Patricia Ivey Brown	Education Support Employee
Stephanie Shadrick	Teacher
Rachel Schlosser	Teacher
Toshia Blake	Parent
Mary Phillips	Education Support Employee
Tecsh Holloway	Parent
Margaret Pinkston	Parent
Danelle Littles	Parent
Natasha Tondreau-Demosthenes	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The implementation of last year's School Improvement Plan (SIP) resulted in Orange Center being successful:
Goal #1 - Increase student achievement through the differentiated instruction in small groups. The teachers had success with this goal last year. The SAC member could see the professional development that was done to assist teachers in understanding how to use small group instruction in an effective way to increase student achievement. The small groups were taught with standards-based instruction so students' take home material indicated areas of strengths and weaknesses as it related to the standards and the instruction in small groups.
Goal #2 -Teachers will gain competence in rigorous, standards-based instruction utilizing the instructional Framework. The SAC was given an understanding of standards-based instruction. A review of the learning gains in reading and math helped them to understand the effectiveness of teaching using this methodology.

b. Development of this school improvement plan

The SAC, teacher leaders and coaches compiled the information and reviewed it among the members to allow for input and recommendation of activities to assist in increasing student achievement.

c. Preparation of the school's annual budget and plan

During the SAC meeting to complete the SIP, a budget was outlined for the projected activities/goals that were planned for implementation during the 2016-17 school year.

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

Last year, $500 was allocated to primary tutoring to assist students that were below grade level. In addition, $800 was allocated for Accelerated Reader to assist the school's reading initiative.

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

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

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Talbert Irving, Margarete	Principal
Simmons, Melanie	Assistant Principal
Issertell, Harriett	Instructional Coach
Smothers, Latonya	Instructional Coach
Tondreau-Demosthenes, Natasha	Teacher, ESE
Carrington, Stephanie	Teacher, K-12
Salmon-Jones, Sonya	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The three major initiatives of the LLT this year are to gain a more adept knowledge of how to effectively teach the Florida Standards in grades K-5, implement i-Ready (math and reading) and support teachers in developing rigorous lesson plans in reading, math, science and writing to increase student achievement and close the achievement gap for all students. We will utilize learning centers in the primary and intermediate grade levels, using additional support in the classroom. Small group instruction will be based on data and centers will be differentiated. The reading coaches will support teachers with the differentiation of the centers.
Literacy Night will be provided to parents and students to promote reading strategies while encouraging reading at home.

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

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

All instructional personnel will have common planning time daily. Grade levels meet one day per week for PLCs, data meetings, and professional development. The PLC agenda may include various topics such as curriculum, instructional strategies, best practices, intervention and enrichment, collaboration, and other topics as needed. Teachers and grade level teams are recognized monthly for stellar work. During our Wednesday professional development, teachers provide each other positive feedback through "Roars." Coaches provide weekly feedback for teachers displaying positive actions and teachers are recognized during our weekly 90% club celebration. This celebration honors teachers that have shown improvement or have done an exceptional job in their classroom. The administrative team also provides monthly positive feedback through notes, having lunch or breakfast served for the teachers and providing the teachers with trophies to show appreciation for their efforts to increase student achievement and making the school climate a great place to work.

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

Teachers are hired and recruited based upon OCPS hiring protocol. Teachers are placed on grade level teams and in PLCs to provide peer support and sharing of best practices. An induction or mentoring program for new or beginning teachers is provided and supported by the principal, assistant principal and instructional coach. Ongoing professional development is provided by the principal, assistant principal, reading and math coaches. The leadership team also networks with district leaders and instructional support teachers in an effort to retain effective teachers.

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

First year teachers are paired with the reading coach and teacher mentors on their respective grade level. The instructional coach provides guidance and ensures that all requirements for first year teachers are met. They meet weekly to discuss any professional development needs for the new teacher program or concerns and how to build relationships with other teachers and administrators at the site.

New teachers are paired with a mentor teacher based upon their grade level and teacher compatibility to provide the best support. They meet bi-monthly to ensure they are learning the expectations and procedures of the school and discuss any other areas of concern. Mentor teachers check on the new teacher periodically to ensure deadlines have been met and that the teacher understands requirements that must be met.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

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

Biweekly data meeting are held and each teacher reviews their individual student data in reading, math, writing and science. These data points are reviewed and intervention and enrichment plans are created. The MTSS process is implemented for those students that have been identified as needing additional support. Instruction is modified through small groups that offer differentiation based upon the standards that need to be addressed. Tiered intervention is also used within the small groups by way of ESE push-in or pull-out or one-to-one assistance. Thirty minutes of instruction is also infused in the master schedule to address students needing Functional Basic Skills time and Enrichment time. ATS (Academic Tutoring Services) will begin in September.

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

Strategy: After School Program

Minutes added to school year: 3,600

The students will have tutoring opportunities in core subjects of reading, math, writing, and science.

Strategy Rationale

Additional opportunities for students to have exposure to core curriculum in reading, math, science, and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salmon-Jones, Sonya, salmon-jones.sonya@ocps.net

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

Data will be collected in the form of a pretest and posttest. Progress monitored throughout the duration of the tutoring sessions will occur to ensure students' individual needs are being met. Teachers will disaggregate data based on formative assessments to make changes to groups and instructional materials.

Strategy: After School Program
Minutes added to school year: 3,600

STEM activities will be provided for enrichment to STEM students.

Strategy Rationale

The need for students to have additional exposure to STEM activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smothers, Latonya, latonya.smothers@ocps.net

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

Formative data will be collected and reviewed.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our school has a VPK program. Parents are encouraged to enroll their pre-kindergarten students in the program. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available.

The Pre-school teacher will work with students throughout the year developing reading, social, and independence skills. At Orange Center Elementary, all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

b. College and Career Readiness

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

AVID Elementary is embedded into our daily instruction and school culture. AVID is a college-readiness program that teaches students how to be organized and teaches students the behaviors that will help them succeed in a rigorous academic environment. Teach-In, College Fair Nights, and Veterans Day are also events that provide exposure to the world of colleges and careers. Students will also be engaged in field trip opportunities to local colleges and provide interactions with mentors from college groups that support and foster the career and college culture. Orange Center is a STEM Academy and will provide opportunities in STEM for collaboration with local college students, speakers, and STEM curriculum. The digital curriculum will also give students

the opportunity to explore careers and colleges as well as have interactions with professionals from around the world.

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

Instruction incorporates non-fictional text to teach students about community, world, and history to prepare students in the career and technical field. Students enrolled in the STEM Academy will have the opportunity to be involved in collaboration with local college students, speakers, and STEM curriculum.

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

Students are engaged in learning the engineering design process and how this can used to facilitate their learning of the creation of projects that increase the student's knowledge in the math and sciences through their science curriculum. National Society for Black Engineers from the UCF campus, Progress Energy, and the Orlando Science Center partners with the school to increase awareness of science. Additionally, OCE has a STEM garden and an American Heart Association Garden that will give real life lessons in math, reading and science.

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

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for possible careers in a technical field.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase teachers ability to assess student achievement through the implementation of standards-based common assessments. (Division Priority:Narrow achievement gaps)

G2.   Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework in science. (Division Priority: Invest in Human Capital)

Strategic Goals Detail

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

G1. Increase teachers ability to assess student achievement through the implementation of standards-based common assessments. (Division Priority:Narrow achievement gaps) 1a

🔍 G085094

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	43.0
AMO Math - All Students	64.0

Targeted Barriers to Achieving the Goal 3

- Teachers limited understanding of how to create standard-based common assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based instructional coaches

- Supplemental curriculum

- I-Ready

- Teacher created formative assessments

- Journeys curriculum

- IMS

Plan to Monitor Progress Toward G1. 8

PLCs, data meetings, student achievement will increase across all subgroups as indicated in teacher created formative assessment data and Florida State Standards Assessment data.

Person Responsible
Melanie Simmons

Schedule
Weekly, from 10/3/2016 to 5/15/2017

Evidence of Completion
Student data/assessment reports, formative and summative data, observations and feedback, Florida State Assessment

G2. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework in science. (Division Priority: Invest in Human Capital) 1a

🔍 G085095

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Fusion curriculum

- STEM Scopes curriculum

- Teacher created hands-on labs for science

- IMS

- Instructional Framework

Plan to Monitor Progress Toward G2. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible
Margarete Talbert Irving

Schedule
Weekly, from 9/22/2016 to 5/31/2017

Evidence of Completion
formative and summative data and Florida Comprehensive Assessment Test (FCAT) scores.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. Increase teachers ability to assess student achievement through the implementation of standards-based common assessments. (Division Priority:Narrow achievement gaps) 1

🔍 G085094

G1.B1 Teachers limited understanding of how to create standard-based common assessments 2

🔍 B226357

G1.B1.S1 Professional development, side-by-side coaching and modeling will be provided to all teachers to learn how to create standard based assessments 4

🔍 S238801

Strategy Rationale

The data indicates the need for professional development when looking at the test items and the standards being assessed and their correlation.

Action Step 1 5

Professional development will be provided on standard-based instruction and deconstruction of standards.

Person Responsible

Sonya Salmon-Jones

Schedule

Monthly, from 9/14/2016 to 3/15/2017

Evidence of Completion

Classroom observations, exit slips after professional development.

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback on standard-based instruction.

Person Responsible

Sonya Salmon-Jones

Schedule

Weekly, from 9/21/2016 to 5/31/2017

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 `5`

Modeling and side-by-side coaching for teachers on the creation of standards-based common assessments.

Person Responsible

Latonya Smothers

Schedule

Weekly, from 9/22/2016 to 5/31/2017

Evidence of Completion

Coaching logs, student assessment data and i-Observation data

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

During observations, PLC's, data meetings and MTSS meetings teachers, coaches and administrators will discuss the validity of the assessments and their correlation to the standards being taught.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Student data/assessment reports, classroom observation and feedback, PLC notes review and lesson plan review.

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

During observations, teachers will be doing standard-based instruction. During PLCs, data meetings, and actionable feedback will be provided to support teachers with the implementation of teacher-made standard-based common assessments.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Student data/assessment reports, observations and feedback, and PLC meeting notes.

G2. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework in science. (Division Priority: Invest in Human Capital) 1

🔍 G085095

G2.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework. 2

🔍 B226360

G2.B2.S2 Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction. 4

🔍 S238805

Strategy Rationale

Teachers will gain an understanding of planning rigorous instruction in science.

Action Step 1 5

Professional development will be provided on DQ 2, 3, and 4 to support teachers with the Instructional Framework.

Person Responsible

Latonya Smothers

Schedule

Every 2 Months, from 10/3/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, materials, and exit slips and Powerpoint

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 `5`

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Sonya Salmon-Jones

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Coach's logs, i-Observations data/feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Through i-Observation data and feedback to teachers

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 🔍 A309285	Professional development will be provided on standard-based instruction and deconstruction of...	Salmon-Jones, Sonya	9/14/2016	Classroom observations, exit slips after professional development.	3/15/2017 monthly
G1.MA1 🔍 M316120	PLCs, data meetings, student achievement will increase across all subgroups as indicated in...	Simmons, Melanie	10/3/2016	Student data/assessment reports, formative and summative data, observations and feedback, Florida State Assessment	5/15/2017 weekly
G2.MA1 🔍 M316127	Regular lesson plan checks and classroom observations will verify that lessons taught consistently...	Talbert Irving, Margarete	9/22/2016	formative and summative data and Florida Comprehensive Assessment Test (FCAT) scores.	5/31/2017 weekly
G1.B1.S1.MA1 🔍 M316118	During observations, teachers will be doing standard-based instruction. During PLCs, data...	Talbert Irving, Margarete	10/3/2016	Student data/assessment reports, observations and feedback, and PLC meeting notes.	5/31/2017 weekly
G1.B1.S1.MA1 🔍 M316119	During observations, PLC's, data meetings and MTSS meetings teachers, coaches and administrators...	Talbert Irving, Margarete	9/26/2016	Student data/assessment reports, classroom observation and feedback, PLC notes review and lesson plan review.	5/31/2017 weekly
G1.B1.S1.A2 🔍 A309286	The leadership team will conduct i-Observations and provide teachers feedback on standard-based...	Salmon-Jones, Sonya	9/21/2016	i-Observation data and feedback to teachers	5/31/2017 weekly
G1.B1.S1.A3 🔍 A309287	Modeling and side-by-side coaching for teachers on the creation of standards-based common...	Smothers, Latonya	9/22/2016	Coaching logs, student assessment data and i-Observation data	5/31/2017 weekly
G2.B2.S2.MA1 🔍 M316125	Through i-Observation data and feedback to teachers	Talbert Irving, Margarete	10/10/2016	i-Observation data and feedback and lesson plan reviews	5/31/2017 weekly
G2.B2.S2.MA1 🔍 M316126	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design...	Talbert Irving, Margarete	10/10/2016	i-Observation data and feedback to teachers and lesson plan reviews	5/31/2017 weekly
G2.B2.S2.A1 🔍 A309290	Professional development will be provided on DQ 2, 3, and 4 to support teachers with the...	Smothers, Latonya	10/3/2016	Sign in sheets, materials, and exit slips and Powerpoint	5/31/2017 every-2-months
G2.B2.S2.A2 🔍 A309291	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the...	Talbert Irving, Margarete	10/10/2016	i-Observation data and feedback to teachers	5/31/2017 weekly
G2.B2.S2.A3 🔍 A309292	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Salmon-Jones, Sonya	10/10/2016	Coach's logs, i-Observations data/feedback	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Increase teachers ability to assess student achievement through the implementation of standards-based common assessments. (Division Priority:Narrow achievement gaps)

G1.B1 Teachers limited understanding of how to create standard-based common assessments

G1.B1.S1 Professional development, side-by-side coaching and modeling will be provided to all teachers to learn how to create standard based assessments

PD Opportunity 1

Professional development will be provided on standard-based instruction and deconstruction of standards.

Facilitator

Salmon-Jones, Sonya

Participants

Pre-K through 5th grade teachers

Schedule

Monthly, from 9/14/2016 to 3/15/2017

PD Opportunity 2

Modeling and side-by-side coaching for teachers on the creation of standards-based common assessments.

Facilitator

Sonya Salmon-Jones

Participants

Pre-K through 5th grade teachers

Schedule

Weekly, from 9/22/2016 to 5/31/2017

G2. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework in science. (Division Priority: Invest in Human Capital)

G2.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

G2.B2.S2 Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction.

PD Opportunity 1

Professional development will be provided on DQ 2, 3, and 4 to support teachers with the Instructional Framework.

Facilitator

Math and science coaches

Participants

Teachers and tutors

Schedule

Every 2 Months, from 10/3/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Professional development will be provided on standard-based instruction and deconstruction of standards.**				**$0.00**
2	G1.B1.S1.A2	**The leadership team will conduct i-Observations and provide teachers feedback on standard-based instruction.**				**$0.00**
3	G1.B1.S1.A3	**Modeling and side-by-side coaching for teachers on the creation of standards-based common assessments.**				**$0.00**
4	G2.B2.S2.A1	**Professional development will be provided on DQ 2, 3, and 4 to support teachers with the Instructional Framework.**				**$0.00**
5	G2.B2.S2.A2	**The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.**				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		160-Other Support Personnel	1331 - Orange Center Elementary	Title I, Part A		$1,200.00
			Notes: PLTW training			
6	G2.B2.S2.A3	**Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1331 - Orange Center Elementary	Other		$3,000.00
			Notes: materials for Project Lead the Way and STEM Scopes			
					Total:	**$4,200.00**