

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Orange Center Elementary  
621 S TEXAS AVE  
Orlando, FL 32805  
407-296-6480

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 100%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 100%

### School Grades History

<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> C
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Orange Center Elementary

##### Principal

Margarete Talbert Irving

##### School Advisory Council chair

Joyce Steinhardt

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Margarete Talbert-Irving	Principal
Melanie Simmons	Assistant Principal
Tawanda Odom	AVID Coach
Natasha Tondreau-Demosthenes	Testing Coordinator/Parent Resource
Stephanie Carrington	Community Service/Rotary Liaison
Harriett Issertell	Reading Coach
Jinelle Ward	Academic Coach
Latonya Smothers	Math Coach
Goldie Goodheim-Borjas	Guidance Counselor
Lois Dowridge Utomudo	Staffing Specialist / CT

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is comprised of administrators, teachers, parents, business and community members. The SAC Chairman is a teacher-Joyce Steinhardt. SAC Co-Chairman is a parent Mrs. Patillo. The recording Secretary is a teacher Ms. Darling.

#### Involvement of the SAC in the development of the SIP

The SAC helps to compile the information and review it amongst the members to allow for input and recommend activities to assist in increasing student achievement.

**Activities of the SAC for the upcoming school year**

The student advisory committee meets monthly to go over the areas of reading, math, writing, and science looking closely at subgroup populations. The SAC members will:

1. Review School Improvement Plan
2. Approve SAC funds
3. Monitor student data and school improvement plan
4. Address community/parent concerns
5. Review Parent Improvement Plan

**Projected use of school improvement funds, including the amount allocated to each project**

\$500 is allocated to primary tutoring to assist students that are below level. \$500 is also allocated to accelerated reader to assist the school reading initiative.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Margarete Talbert Irving**

Principal

Years as Administrator: 14

Years at Current School: 5

**Credentials**

B.S Elementary Ed 1-6  
 M.S. Educational Leadership  
 School Certification  
 Elementary Education 1-6  
 School Principals All Levels

**Performance Record**

2004-2005: School Grade "A" Bottom 25 percent 54 Reading AYP 100  
 93% of students reading at or above grade level  
 73% of students making a year's worth of progress in reading  
 54% of struggling students making a year's worth or progress in reading  
 2005-2006: School Grade "A" Bottom 25 percent 61 reading AYP 100  
 92% of students reading at or above grade level  
 66% of students making a year's worth of progress in reading  
 61% of struggling students making a year's worth of progress in reading  
 2006-2007: School Grade "A" Bottom 25% 56 Reading/59 Math AYP 95  
 86% of students reading at or above grade level  
 70% of students making a year's worth of progress in reading  
 56% of struggling students making a year's worth of progress in reading.  
 2007-2008: School Grade "A" Bottom 25 percent 64 Reading/70 Math AYP 95  
 89% of students reading at or above grade level  
 75% of students making a year's worth of progress in reading  
 64% of struggling students making a year's worth of progress in reading  
 2008-2009: School Grade "A" Bottom 25 percent 70 Reading/51 Math AYP 97  
 92% of students reading at or above grade level  
 81% of students making a year's worth of progress reading  
 70% of struggling students making a year's worth of progress in reading  
 2009-2010 School Grade "C" Bottom 25 percent 60 percent Reading/57 Math AYP 82 percent  
 57% of students reading at or above grade level  
 73% of students making a year's worth of progress reading  
 63% of struggling students making a year's worth of progress in reading  
 2010-2011 School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92%  
 66% of students reading at or above grade level  
 61% of students making a year's worth of progress reading  
 47% of struggling students making a year's worth of progress in reading

2011-2012 School Grade "B" Bottom 25 percent 76 Reading/72 Math  
 50% of students reading at or above grade level  
 56% of students making a year's worth of progress reading  
 72% of struggling students making a year's worth of progress in reading  
 2012-2013 School Grade "B" Bottom 25 percent 82 reading/47 Math  
 45% of students reading at or above grade level  
 82% of students making a year's worth of progress reading  
 82% of struggling students making a year's worth of progress in reading

**Melanie Simmons**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Bachelor of Arts-Psychology  
 Masters Degree-Varying Exceptionalities  
 Educational Specialist Degree: Educational Leadership  
 Certifications: Psychology  
 Elementary K-6  
 ESOL K-12  
 Varying Exceptionalities K-12  
 Educational Leadership

**Performance Record**

2012-2013 School Grade "B" Bottom 25 percent 82 reading/47 Math  
 45% of students reading at or above grade level  
 82% of students making a year's worth of progress reading  
 82% of struggling students making a year's worth of progress in reading

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Jinelle Ward</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Science-Communication Disorders Master of Arts-Exceptional Education Certifications: K-12 Exceptional Education K-12 ESOL K-6 Elementary Education	
<b>Performance Record</b>	2010-2011 School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92% 66% of students reading at or above grade level 61% of students making a year's worth of progress reading 47% of struggling students making a year's worth of progress in reading 2011-2012 School Grade "B" Bottom 25 percent 76 Reading/72 Math 50% of students reading at or above grade level 56% of students making a year's worth of progress reading 72% of struggling students making a year's worth of progress in reading 2012-2013 School Grade "B" Bottom 25 percent 82 reading/47 Math 45% of students reading at or above grade level 82% of students making a year's worth of progress reading 82% of struggling students making a year's worth of progress in reading	

<b>Latonya Smothers</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Arts: Elementary Education Certifications: Elementary Education K-6 ESOL: K-6	
<b>Performance Record</b>	2008-2009 School Grade "A" Bottom 25 percent 63% Reading/ 57% of students reading at or above grade level 70% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 68 Math AYP-Yes 2009-2010 School Grade "C" Bottom 25 percent 60 percent Reading/57 Math AYP 82 percent 57% of students reading at or above grade level 73% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 2010-2011 School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92% 66% of students reading at or above grade level 61% of students making a year's worth of progress reading 47% of struggling students making a year's worth of progress in reading 2011-2012 School Grade "B" Bottom 25 percent 76 Reading/72 Math 50% of students reading at or above grade level 56% of students making a year's worth of progress reading 72% of struggling students making a year's worth of progress in reading 2012-2013 School Grade "B" Bottom 25 percent 82 reading/47 Math 45% of students reading at or above grade level 82% of students making a year's worth of progress reading 82% of struggling students making a year's worth of progress in reading	

<b>Harriett Issertell</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Science-Elementary Education Master of Education- Early Childhood Education Certifications: Elementary Education K-6 Reading Grades K-12	
<b>Performance Record</b>	2008-2009 School Grade "A" Bottom 25 percent 63% Reading/57% of students reading at or above grade level 70% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 68 Math AYP-Yes 2009-2010 School Grade "C" Bottom 25 percent 60 percent Reading/57 Math AYP 82 percent 57% of students reading at or above grade level 73% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 2010-2011 School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92% 66% of students reading at or above grade level 61% of students making a year's worth of progress reading 47% of struggling students making a year's worth of progress in reading 2011-2012 School Grade "B" Bottom 25 percent 76 Reading/72 Math 50% of students reading at or above grade level 56% of students making a year's worth of progress reading 72% of struggling students making a year's worth of progress in reading 2012-2013 School Grade "B" Bottom 25 percent 82 reading/47 Math 45% of students reading at or above grade level 82% of students making a year's worth of progress reading 82% of struggling students making a year's worth of progress in reading	

**Classroom Teachers**

**# of classroom teachers**

26

**# receiving effective rating or higher**

24, 92%

**# Highly Qualified Teachers**

100%

**# certified in-field**

26, 100%

**# ESOL endorsed**

17, 65%

**# reading endorsed**

2, 8%

**# with advanced degrees**

10, 38%

**# National Board Certified**

1, 4%

**# first-year teachers**

2, 8%

**# with 1-5 years of experience**

4, 15%

**# with 6-14 years of experience**

14, 54%

**# with 15 or more years of experience**

6, 23%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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-Principal, Assistant Principal, Reading Coach, Math Coach  
 Induction or Mentoring program for new or beginning teachers- Principal, Reading Coach  
 On-going professional development-Principal, Assistant Principal, Reading Coach, Math Coach  
 Network with district leaders and instructional support- Principal, Assistant Principal, Reading Coach, Math Coach

## **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

First year teachers are paired with the reading coach. The reading coach is able to provide guidance and ensure that all requirements for first year teachers are met. They meet bimonthly 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 teacher with a similar student schedule and teacher schedule. They meet bimonthly to ensure they are learning the rules and procedures of the school. Mentor teachers check on the new teacher to ensure deadlines have been met and that the teacher understands what requirements need to be met.

## **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Data meetings are held weekly and biweekly dependent on the need 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 help to provide the necessary academic resources to impact student achievement. Support via after school tutoring is provided for all grades levels by classroom teachers and they are funding through the principal's budget.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Each member of the MTSS Team will focus meetings around one question: How do we develop a systemic approach to ensure a problem solving system to produce the best results for our students? The team meets once per month to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmark standards, and at moderate risk or at high risk for not meeting benchmark standards. Review PMRN data and Foresight data to identify students at risk for not meeting grade level standards. The team will use the above information to identify staff development and resources. The team will also collaborate and problem solve in regard to behavioral expectations and review the CHAMPS procedures in place. The team will also facilitate the process of MTSS decisions and making decisions revolving around problem solving and data.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS team meets monthly to monitor student growth or regression by individual students. The students are identified by teacher referral based upon the results of the assessments in place. Using the current curriculum and identified enrichment and support material the team will put a plan in place for the identified student and have a member of the team progress monitor until such time that the team reconvenes to determine if the MTSS process has been effective. The monthly SAC meetings will provide an opportunity to review where we are as it relates to the goals set on the SIP.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Progress Monitoring and Reporting Network (PMRN) through Florida Assessments for Instruction in Reading (FAIR), past FAIR Scores, Florida Comprehensive Assessment Test (FCAT), DRA, Performance Matters Benchmarks, Monthly school-wide writing prompts, Foresight testing, Curriculum Based Measurements (CBM), Science Boot Camp

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Teachers are given monthly professional development to understand the MTSS/RTI process. Based upon the requirements of the district and the needs of the students based upon the variety of assessments given. Teachers will be given training and support by the respective coaches to assist in providing strategies to assist students in the MTSS/Rtl process.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,600

The students will be instructed in core subjects of reading, math, writing, and science.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data will be collected in the form of a pre-test and post test. The students will also be progress monitored throughout the duration of the tutoring sessions to ensure the students' individual needs are being met. Teachers will disaggregate data based on formative assessments to make changes to groups and instructional materials. -Institutionalized

**Who is responsible for monitoring implementation of this strategy?**

The Tutoring Leader, Mrs. Smothers, tutoring teachers, and classroom teachers will be responsible for monitoring the implementation of this strategy.

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,200

The teachers will be involved in Professional Development during designated Wednesdays of the month. This year, we will focus on Deliberate Practice, AVID (Advancement via Individual Determination), STEM (Science, Technology, Engineering, Math), and Common Core (Higher Order Thinking Questions, Close Reading, Differentiated Instruction, Small Groups, Thinking Maps, Learning Scales, etc.).

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Teachers will be observed throughout the year as the Professional Development opportunities are offered and given feedback on the usage of the techniques and strategies discussed. We will then cater subsequent Professional Developments for the needs of the teachers and students.

**Who is responsible for monitoring implementation of this strategy?**

The principal, Mrs. Irving, Assistant Principal, Mrs. Simmons, and Instructional coaches, Mrs. Issertell, Ms. Smothers, and Mrs. Ward will be responsible for monitoring the implementation of this strategy.

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,640

The students will be offered a foreign language program in which they will be able to learn to speak, write, and understand the Spanish language. They will also be offered the opportunities to learn and practice the art of ballroom dance and exercise their artistic abilities in an after-school Art class. - Supplemental

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Data will be collected through formal and informal observations, performances, and assessments. These data collections will be analyzed to see how the program offerings can be altered to better fit the needs of our students.

**Who is responsible for monitoring implementation of this strategy?**

Ms. Smothers will be responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Margarete Talbert-Irving	Principal
Melanie Simmons	Assistant Principal
Harriett Issertell	Reading Coach
Jinelle Ward	Reading Coach
Latonya Smothers	Math Coach
Lois Utomudo	Staffing Specialist/Compliance Teacher
Natasha Tondreau-Demosthenes	Testing Coordinator
Goldie Goodheim-Borjas	Guidance Counselor
Stephanie Carrington	Community Resource
Orethia Grant	Media Specialist

### How the school-based LLT functions

The school-based LLT will hold monthly meetings. The focus of the meetings are on reading topics, reading curriculum nights, Dr. Suess' Birthday Literacy Day and Read Across America Challenge and how to effectively use the computer based literacy program LEXIA.

### Major initiatives of the LLT

Ensure that the Journey's reading program reflects CCS for the primary grades and the NGSS standards are being infused in the gaps while transitioning to the CCS at the intermediate grade levels.

Introduce centers in the primary and intermediate grade levels using additional tutor/paraprofessional support in the classroom. The small groups will be ability grouped and use enrichment curriculum and support curriculum to bring the students on grade level or provide rigor as needed by those higher performing students. A center based upon the CCS will also be infused as an independent activity to give additional practices in the CCS.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school has a VPK program. Parents are encouraged to enroll their pre-kindergarten aged students in the program.

Students entering kindergarten are given the FLKRS screening during the first nine weeks of school to determine their current level of functioning. Instruction is driven by the results of this screening.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	47%	No	59%
American Indian				
Asian				
Black/African American	54%	46%	No	59%
Hispanic				
White				
English language learners	47%	50%	Yes	52%
Students with disabilities	23%	15%	No	30%
Economically disadvantaged	53%	47%	No	58%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	28%	36%
Students scoring at or above Achievement Level 4	20	19%	23%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	41	82%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	41	82%	85%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	27%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	51%	Yes	54%
American Indian				
Asian				
Black/African American	48%	51%	Yes	54%
Hispanic				
White				
English language learners	41%	40%	No	47%
Students with disabilities	28%	18%	No	35%
Economically disadvantaged	48%	51%	Yes	54%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	36%	38%
Students scoring at or above Achievement Level 4	13	15%	17%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	34	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	68%	70%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		38%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		75
Participation in STEM-related experiences provided for students	56	25%	50%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	14	6%	3%
Students who are not proficient in reading by third grade	32	71%	65%
Students who receive two or more behavior referrals	6	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

To help increase parental involvement, the school will use multiple methods of communication. In addition, the school will hold monthly school activities to encourage parents to be more involved. Orange

Center will host parent pride breakfasts to promote awareness and build school-parent relationships. The parent resource teacher will facilitate several parent workshops focusing on parental involvement at school, how to help students with homework, & student achievement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
By the end of June 2014 40% of Orange Center parents will have participated in at least two school events	30	20%	40%

## Goals Summary

- G1.** Increase student achievement through the implementation of small groups using differentiated instruction.
- G2.** By June 2014, 50% of Orange Center parents will have participated in at least two school events.

## Goals Detail

**G1.** Increase student achievement through the implementation of small groups using differentiated instruction.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- School based instructional coaches
- supplemental curriculum
- tutors
- Performance Matters, Curriculum Based Assessments, Foresight

### Targeted Barriers to Achieving the Goal

- Teachers limited understanding of how to analyze data from Performance Matters and other formative assessments.
- Tutors have limited understanding of the curriculum used to guide small groups.

### Plan to Monitor Progress Toward the Goal

PLCs, Data Meetings, Leadership team meetings

**Person or Persons Responsible**

Instructional coaches, School based leadership team

**Target Dates or Schedule:**

Biweekly

**Evidence of Completion:**

Student data/assessment reports, observations and feedback

**G2. By June 2014, 50% of Orange Center parents will have participated in at least two school events.**

**Targets Supported**

- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- We will use multiple methods of communication. In addition the school will plan monthly school activities to encourage more parental involvement. OCE will also use parent pride breakfast to promote and inform parents about activities.
- Communication will be sent via flyers, connect-eds and the school website on the purpose and the importance of these two organizations.

**Targeted Barriers to Achieving the Goal**

- Parents lack the skills and resources to assist their children at home
- Parents are unaware of the purpose of SAC, PLC, and other student activities that align with student achievement.

### Plan to Monitor Progress Toward the Goal

School climate survey, Connect Orange results

**Person or Persons Responsible**

Parent Resource, Principal, Guidance Counselor, SAC, PTA, School-based Leadership team, Staffing/CCT

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Sign-in sheets, teacher and parent feedback, meeting minutes, school effectiveness survey.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement through the implementation of small groups using differentiated instruction.

**G1.B2** Teachers limited understanding of how to analyze data from Performance Matters and other formative assessments.

**G1.B2.S1** Provide professional development on data analysis. (I)

#### **Action Step 1**

Analyze data to ensure students receive appropriate instruction to meet their individual student needs.

#### **Person or Persons Responsible**

Instructional Coaches, Classroom teachers, MTSS Support team, School-based leadership team

#### **Target Dates or Schedule**

Biweekly and monthly

#### **Evidence of Completion**

Student data/assessment reports, classroom observations, exit slips after professional development

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

PLC's, Data Meetings, MTSS meetings

#### **Person or Persons Responsible**

Instructional Coaches, Classroom teachers, School based leadership team,

#### **Target Dates or Schedule**

Biweekly, Monthly

#### **Evidence of Completion**

Student data/assessment reports, classroom observation and feedback

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

PLCs, Data Meetings, Leadership team meetings

**Person or Persons Responsible**

Instructional coaches, classroom teachers, leadership team

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Student data/assessment reports, observations and feedback

**G1.B3** Tutors have limited understanding of the curriculum used to guide small groups.

**G1.B3.S1** Tutors will receive professional development on the curriculum used in the small groups. (N)

**Action Step 1**

Conduct professional development on the curriculum used in small group instruction

**Person or Persons Responsible**

Instructional coaches

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Exit slips at the end of professional development, classroom observation and feedback

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Exit slips from small groups, reading chapter assessments

**Person or Persons Responsible**

Instructional coaches, School-based leadership team

**Target Dates or Schedule**

biweekly data meetings, PLCs

**Evidence of Completion**

Assessment results, classroom observations



**Plan to Monitor Effectiveness of G1.B3.S1**

Exit slips from small groups, reading chapter assessments

**Person or Persons Responsible**

Instructional coaches, School-based leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom walk-through observation forms and feedback

**G2.** By June 2014, 50% of Orange Center parents will have participated in at least two school events.

**G2.B1** Parents lack the skills and resources to assist their children at home

**G2.B1.S1** Offer parent workshops to target skills necessary to help students increase achievement. (N)

**Action Step 1**

Parent Workshops

**Person or Persons Responsible**

Classroom teachers, School-based leadership team, Parents

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Copies of Workshop Materials, Sign In Sheets

**Facilitator:**

Parent Resource liason

**Participants:**

Parents

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Parent Workshops

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Observation, sign in sheets

**Plan to Monitor Effectiveness of G2.B1.S1**

Parent Questionnaires

**Person or Persons Responsible**

Teachers and Parents

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed Questionnaires, Student Achievement Data

**G2.B2** Parents are unaware of the purpose of SAC, PLC, and other student activities that align with student achievement.

**G2.B2.S2** Communication will be sent home via flyers, connect-eds and the school website on the purpose and the importance of these two organizations. (I)

**Action Step 1**

Communication will increase to parents to increase their involvement.

**Person or Persons Responsible**

Parents

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

newsletters, connect ed, and parent conferences

## Plan to Monitor Fidelity of Implementation of G2.B2.S2

Parent Communication

### **Person or Persons Responsible**

Teachers, administrators, and parent resource.

### **Target Dates or Schedule**

weekly

### **Evidence of Completion**

newsletters, compact forms, and connect ed.

## Plan to Monitor Effectiveness of G2.B2.S2

Parent Communication

### **Person or Persons Responsible**

Teachers, administration, and parent resource.

### **Target Dates or Schedule**

weekly

### **Evidence of Completion**

PLC meetings, data meetings, compact forms, and parent conferences.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The school will utilize Title I funds to provide instructional resource materials, support personnel, and the implementation of Staff Development. The school will use Title II funds to provide Professional Learning Communities, staff development on Marzano's best practices, AVID, and STEM. The school provides funds through Title I to pay for parents in the community to obtain their GED. The school will use SAI funds to tutor identified students reading below level in grades 3-5. Title I funds will help fund the VPK program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** By June 2014, 50% of Orange Center parents will have participated in at least two school events.

**G2.B1** Parents lack the skills and resources to assist their children at home

**G2.B1.S1** Offer parent workshops to target skills necessary to help students increase achievement. (N)

### PD Opportunity 1

Parent Workshops

#### Facilitator

Parent Resource liason

#### Participants

Parents

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Copies of Workshop Materials, Sign In Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	By June 2014, 50% of Orange Center parents will have participated in at least two school events.	\$2,000
Total		\$2,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title I funds	\$2,000	\$2,000
Total	\$2,000	\$2,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** By June 2014, 50% of Orange Center parents will have participated in at least two school events.

**G2.B1** Parents lack the skills and resources to assist their children at home

**G2.B1.S1** Offer parent workshops to target skills necessary to help students increase achievement. (N)

#### **Action Step 1**

Parent Workshops

#### **Resource Type**

Other

#### **Resource**

Parent Workshops

#### **Funding Source**

Title I funds

#### **Amount Needed**

\$2,000