Orange County Public Schools

Washington Shores Elementary

2018-19 Schoolwide Improvement Plan

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Washington Shores Elementary

944 W LAKE MANN DR, Orlando, FL 32805

https://washingtonshoreses.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	F*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Name	Title
Stephens, Nate	Principal
Thomson, Arlene	Assistant Principal
Cieciwa-lott, Rebecca	Instructional Coach
Williams, Shacaree	Other
Ellis, Jasmine	Instructional Coach
Murray, Scheryll	Instructional Coach
Lewis, Tracy	Instructional Coach
Harper, Monica	School Counselor
Jackson, Cheniqua	Instructional Coach
Nobles, Debra	Dean

Duties

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

Principal: Provides vision, ensures high academic achievement for all students, supervises curriculum and instruction, coordinates School Site Strategic Planning and School Improvement Plan, operation and management of all activities and functions, school and community relations, staff evaluations, program planning and evaluation, school budget and internal account management, enforcement of district policies, observes and assesses assigned personnel, intern placement, Jones High School consortium, student supervision and discipline, and participates in the School Advisory Council (SAC) and Parent Teacher Organization (PTO).
Assistant Principal: Assists with school curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan and teacher needs, student supervision, student discipline, maintains records of all referrals, oversees the implementation and support of school-wide behavior initiatives, observes and assesses assigned personnel, oversees the progress of the lowest twenty-five percent of student, oversees the MTSS process, coordinates coaching support for the leadership team members, coordinates professional development for non-instructional staff, oversees after-school clubs, oversees Summer Reading Camp, coordinates student awards and assemblies, and participates in SAC and PTO.

Curriculum Resource Teacher (CRT): Oversees the K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine State Standards, coordinates curriculum planning and implementation of curriculum initiatives, school professional learning schedule in accordance with the School Improvement Plan and teacher needs, assists with implementation of Marzano Instructional Practices and feedback to teachers, provides support as an instructional coach, conducts inventory and ordering of all curriculum materials, Testing Coordinator, coordinates academic programs, oversees promotion and retention processes, oversees completion of the School Improvement Plan, oversees Five Star School procedures, coordinates promotion and retention documentation, oversees weekly community newsletter submissions and develop newsletter articles quarterly, assists with weekly reports, and participates in SAC and PTO.

Reading Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards, supports school curriculum planning and implementation of curriculum initiatives, provides support as an instructional coach, curriculum materials inventory, oversees and monitors reading assessments and data, supports and monitors professional learning communities for reading, oversees all literacy strategies, programs and practices, for reading, coordinates reading diagnostic assessment schedule, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, after-school literacy programs, assists with professional development, assists with hiring of new staff and placement of teachers, and participates in SAC and PTO.

Mathematics Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards, supports school curriculum planning and implementation of curriculum initiatives, provides support as an instructional coach, curriculum materials inventory, coordinates mathematics programs and initiatives, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, assists with professional development serves as the Title I coordinator, assists with the completion of the School Improvement Plan, assists with hiring of new staff and placement of teachers, and participates in SAC and PTO.

Science Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine State Standards, progress monitor science assessments and data, supports and monitors PLCs for science content, oversees all science strategies, programs and practices, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, assists with professional development, develops newsletter articles quarterly and weekly reports, assists with hiring of new staff and placement of teachers, participates in SAC and PTO.
Staffing Specialist: Responsible for maintaining all compliance and district required documentation for ESE and ELL students, coordinates all exceptional student education, 504, and limited English proficiency meetings, coordinates referrals and /or testing schedule for social worker and school psychologist, assists CRT with standardized testing to ensure proper modifications and accommodations for exceptional student education, 504, and English language learner students, assists regular education teachers in developing behavior strategies/behavior plans to work with potential exceptional student education students, or students with general behavior problems, assists the Testing Coordinator with the ACCESS instrument, serves as the parental involvement coordinator and oversees the implementation of the Parental Involvement Plan, assists registrar with full time equivalent, and participates in SAC and PTO.

Guidance Counselor: Establishes targeted groups focused on specific student social-emotional needs, manages the Love Pantry, coordinates Character Education programs, oversees Attendance

Child Study and Truancy meetings with registrar and social worker, serves as Partners in Education coordinator, serves as the Homeless Liaison and coordinates services for homeless students and students in need, coordinates Five Star School Award and submissions to OCPS, progress monitor students at Tier II & Tier III for academics and behavior, and participates in SAC and PTO.

Dean: Supports student supervision and discipline school-wide, maintains appropriate records of the status of all referrals, supports the implementation of CHAMPS which is the school-wide behavior initiative, assists regular education teachers in developing behavior plans and strategies that conform to CHAMPS, provides supports for students exhibiting early warning signs of negative behaviors, and participates in SAC and PTO.

Early Warning Systems

Year 2017-18

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	19	20	17	28	4	11	0	0	0	0	0	0	0	99
One or more suspensions	0	1	4	1	2	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	35	29	22	27	16	23	0	0	0	0	0	0	0	152
Level 1 on statewide assessment	0	0	0	60	22	31	0	0	0	0	0	0	0	113

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	14	6	10	35	12	22	0	0	0	0	0	0	0	99

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	16	0	0	0	0	0	0	0	0	0	16

Date this data was collected
Thursday 7/19/2018

Year 2016-17 - As Reported

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	18	18	19	18	4	15	0	0	0	0	0	0	0	92
One or more suspensions	0	2	1	2	2	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	20	31	34	44	7	55	0	0	0	0	0	0	0	191
Level 1 on statewide assessment	0	0	0	38	33	43	0	0	0	0	0	0	0	114

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	6	13	10	32	9	38	0	0	0	0	0	0	0	108

Year 2016-17 - Updated

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	18	18	19	18	4	15	0	0	0	0	0	0	0	92
One or more suspensions	0	2	1	2	2	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	20	31	34	44	7	55	0	0	0	0	0	0	0	191
Level 1 on statewide assessment	0	0	0	38	33	43	0	0	0	0	0	0	0	114

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	6	13	10	32	9	38	0	0	0	0	0	0	0	108

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The 2018 FSA identified ELA achievement as our overall lowest content area. Our school performed at 31% proficiency for 2018, 32% proficiency for 2017, and 24% proficiency for 2016. For three years in a row, ELA achievement proficiency for Washington Shores Elementary has been the lowest.

Which data component showed the greatest decline from prior year?

The greatest decline was reflected in the 2018 FSA Math scores for the lowest 25%. Our 2018 FSA ELA scores with the same subgroup also showed a significant decline. The scores were reduced by 23 percentage points and 16 percentage points, respectively.

Which data component had the biggest gap when compared to the state average?

The largest gap that occurred when comparing the school to the state was that of ELA Achievement. The state scored at a 56% proficient; whereas, the school had a proficiency level of 31%, thus producing a difference of 25 percentage points. The second largest gap was that of Math Achievement when comparing the school to the state. The school performed at a proficiency level of 44% and the state at 62% which produced a difference of 18 percentage points.

Which data component showed the most improvement? Is this a trend?

Our most improved component was science. Our science proficiency score rose from 34% to 55%, an overall gain of 21 percentage points.

Describe the actions or changes that led to the improvement in this area.

Science is embedded from kindergarten through fifth grade and our science coach works directly with teachers in every grade. As a result of the intense focus on planning and deliberate adjustment of instruction based on data, we are realizing the impact of these high yield instructional practices.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	56%	56%	24%	53%	52%
ELA Learning Gains	50%	55%	55%	33%	52%	52%
ELA Lowest 25th Percentile	53%	48%	48%	47%	42%	46%
Math Achievement	44%	63%	62%	36%	56%	58%
Math Learning Gains	52%	57%	59%	57%	54%	58%
Math Lowest 25th Percentile	36%	46%	47%	66%	41%	46%
Science Achievement	55%	55%	55%	33%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (18)	20 (18)	17 (19)	28 (18)	4 (4)	11 (15)	99 (92)
One or more suspensions	0 (0)	1 (2)	4 (1)	1 (2)	2 (2)	3 (4)	11 (11)
Course failure in ELA or Math	35 (20)	29 (31)	22 (34)	27 (44)	16 (7)	23 (55)	152 (191)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	60 (38)	22 (33)	31 (43)	113 (114)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	23%	55%	-32%	57%	-34%
	2017	35%	57%	-22%	58%	-23%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	37%	54%	-17%	56%	-19%
	2017	35%	57%	-22%	56%	-21%
Same Grade Comparison		2%				
Cohort Comparison		2%				
05	2018	34%	55%	-21%	55%	-21%
	2017	23%	51%	-28%	53%	-30%
Same Grade Comparison		11%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	61%	-28%	62%	-29%
	2017	45%	63%	-18%	62%	-17%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	53%	62%	-9%	62%	-9%
	2017	42%	64%	-22%	64%	-22%
Same Grade Comparison		11%				
Cohort Comparison		8%				
05	2018	43%	59%	-16%	61%	-18%
	2017	42%	56%	-14%	57%	-15%
Same Grade Comparison		1%				
Cohort Comparison		1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	53%	53%	0%	55%	-2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	43		27	36						
ELL	26	44		52	50						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	31	50	55	46	53	39	56				
HSP	25	42		19	42						
FRL	30	48	50	43	49	30	52				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	53		24	53						
ELL	41	48		59	67		40				
BLK	32	51	71	49	61	61	34				
HSP	33	30		27	27						
FRL	29	49	75	45	58	56	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teachers will use collaborative lesson planning to focus on standards-based instruction and implement close reading strategies through the district professional learning community to improve teacher proficiency and student achievement.
Rationale	The 2018 FSA data revealed a significant decrease in the performance of our lowest 25% in ELA and math. By participating in collaborative lesson planning and focusing on implementing close reading strategies across all content areas, teachers will be able to plan for more rigorous instruction. Collectively, teachers will be able to use strategies learned during the district professional learning community professional development sessions to pull more complex texts that will lead to students making learning gains.
Intended Outcome	By June 2019, we expect to see an increase in the performance of our lowest 25% in ELA and math by 20% as evidenced on the Florida Standards Assessment. [Division Priority - Accelerate Student Performance]
Point Person	Nate Stephens (nathaniel.stephens@ocps.net)
Action Step	
Description	1. Continue with systematic structures that hold teachers accountable for analyzing student data for the purpose of planning and delivery of standards based instruction. 2. Have teachers include in the targeted differentiated lesson plans: checks for understanding, HOT questions, and various tasks aligned to the rigor of each standard being addressed. 3. The school-based DPLC team will provide professional development to both new and returning teachers. 4. Teaches will be monitored for fidelity of implementation and tiered according to their capacity. 5. The assistant principal will oversee all initiatives that are directed from the Minority Achievement Office and ensure that culturally diverse texts and questioning techniques are aligned to the standards and appropriate for the tasks.
Person Responsible	Nate Stephens (nathaniel.stephens@ocps.net)
Plan to Monitor Effectiveness	
Description	School based administrators, coaches, and district personnel will closely monitor collaborative planning sessions, and data meetings, to include MTSS data meetings. Ongoing coaching walk-throughs will also be conducted to ensure consistency and fidelity of implementation of standards-based instruction.
Person Responsible	Nate Stephens (nathaniel.stephens@ocps.net)

Activity #2	
Title	Student achievement will increase with the implementation of the MTSS process.
Rationale	The 2018 FSA data revealed a decline in the number of students meeting grade level proficiency in both ELA and math. Additionally, our lowest twenty five percent in both ELA and math showed a significant decrease compared to the 2017-2018 school year. By focusing on the MTSS process, we will target all learners in order to meet their specific needs. By focusing on MTSS, students' achievement gaps will be targeted to ensure they are receiving high quality instruction. Using the MTSS process, the teachers will have a better understanding of successful implementation.
Intended Outcome	By June 2019, we expect to increase the overall proficiency of all students in ELA and math by 20% as evidenced on the Florida Standards Assessment. By targeting the specific needs of students, overall student achievement will increase, as well as student achievement with our lowest twenty five percent in ELA and math. In order for all students to succeed, instruction needs to be differentiated to target specific needs. [Division Priority - Narrow Achievement Gaps]
Point Person	Nate Stephens (nathaniel.stephens@ocps.net)

Action Step	
Description	1. Facilitate and monitor weekly lesson collaboration sessions that allow teachers to demonstrate their understanding of the content and how the information should be delivered to students. 2. Identify the administrative lead to oversee the MAO Initiatives. 3. Share Best Practices in Inclusive Education (BPIE) indicators and results with staff. 4. Student data from the MTSS process with be shared during data/PLC meetings.
Person Responsible	Nate Stephens (nathaniel.stephens@ocps.net)

Plan to Monitor Effectiveness	
Description	School-based leadership team members, in collaboration with district personnel, will conduct ongoing classroom observations to determine if core instruction meets the full intent of the Florida Standards. Additionally, teachers will be provided with immediate feedback via conferences, email, and iObservation. We will provide MTSS professional development opportunities to our instructional staff and monitor the processes that support the successful implementation of MTSS, to include the use of high yield instructional strategies attained from DPLC.
Person Responsible	Nate Stephens (nathaniel.stephens@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Approximately 50% of the parents of Washington Shores ES will participate in at least two or more school events. We believe that parent involvement will help to increase student achievement in the areas of reading, writing, math, and science.

> **PFEP Link**
> The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Washington Shores Elementary has one in-house guidance counselor and a district assigned social worker available to assist students and families in accessing services that provide financial, social, and emotional support. The guidance counselor also meets with students to discuss their academic and social-emotional needs to provide encouragement and support. Additionally, we partner with outside mental health agencies to provide therapeutic interventions. The Multi-Tiered System of Supports (MTSS) is in place to ensure struggling students receive timely academic and behavioral interventions and are monitored for improvement in those areas. Additionally, our Going the Extra Mile (G.E.M.) program targets struggling learners and pairs them with teachers who serve as mentors and meet regularly with the students to set goals, review achievement data, and track and monitor their progress throughout the school year.

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

At Washington Shores Elementary, all incoming kindergarten students are assessed prior to or upon entering in order to determine individual and group needs and assist in the development of robust instruction/intervention programs.

Data is used to plan daily academic and social/emotional instruction for all students (groups or individual) who may need intervention beyond core instruction. Teachers use iReady to provide data necessary to support the transition to the Journeys reading series and GO MATH! in Kindergarten. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice in all academic and behavioral content areas. Social skills instruction will occur weekly using the Character Education Curriculum.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

Students transitioning from fifth grade to sixth grade are provided with information about the programs and electives associated with middle school curriculum. Students are provided with an orientation by the middle school leadership team which provides students and their families with the necessary information they will need to have a successful transition.

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.

Washington Shores is very fortunate to have the support and involvement of the following:

Title I – This funding has allowed Washington Shores Elementary to:
* hire additional staff to reduce class size and strengthen the relationship between the schools and families
* facilitate activities to promote parental involvement
* strengthen teacher training in reading/language arts and mathematics instruction
* strengthen components related to curriculum and instruction such as computer assisted instruction
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

Supplemental Academic Instruction - Funds are used to provide extended learning opportunities. During the summer, we have kindergarten through fourth grade students attend a summer enrichment program which reinforces reading, mathematics, and science strategies. All Level 1 and Level 2 students are encouraged to attend reading and math programs while our higher level performers are enriched in others.

Counseling Programs -The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our dean, SRO, and guidance counselor provide resources to parents and families in need of support.

The school-based MTSS Team meets monthly to problem-solve based on progress monitoring data. During the meeting, the team discusses the issues facing students who are not making progress. Team members review data, student-by-student, and discuss services for those in need. Based on discussion and review, instructional focus is adjusted to provide needed professional staff development opportunities that assist teachers with effective delivery of tiered instruction/interventions with students.

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

Washington Shores Elementary promotes academic and career planning using components of Destination College which focuses on the following strategies:
• Increasing familiarity with different careers
• Exploring careers of interest
• Enhancing self-awareness
• Identifying students' interests that link to specific careers
• Learning about specific career requirements (such as training or education needed)
• Promoting the importance of staying in school
• Emphasizing the importance of a college education

Part V: Budget

Total:	$37,251.00