

Orange County Public Schools

Bonneville Elementary



2018-19 Schoolwide Improvement Plan

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Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

<https://bonnevillees.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 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	74%

School Grades History

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

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
Sheehan, Kimrey	Principal
Houghton, Desiree	Assistant Principal
Brancato, Danielle	Instructional Coach
Savitz, Alyssa	School Counselor
Schlake, Andrea	Other
LaRusso, Emily	Instructional Coach
Amick, Danielle	Other
Brenes Catinchi, Janice	Instructional Coach

Duties

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

The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to meet students' needs.

The Assistant Principal supports the common vision for instruction and learning and monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and recommends school resources to meet students' needs.

The Behavior Specialist facilitates and evaluates the school-wide behavior program (CHAMPS), provides professional development and support to school staff, participates in the collection and analysis of data, develops and supports Tier 2 and Tier 3 behavioral interventions, and monitors student progress.

The Reading Coach develops, models, and evaluates school-wide reading instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Curriculum Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school tutoring program, and conducts all district and state testing.

The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly Multi-Tiered System of Supports meetings to monitor student

progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.

The Math-Science Coach develops, models, and evaluates school-wide mathematics and science instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Guidance Counselor supports the social and emotional needs of students and provides individual, small group, and whole class instruction based on student data and teacher recommendations.

The Leadership team actively monitors and supports student learning. The team meets weekly to discuss instructional strengths and areas of support, to plan for professional development, to assess academic and behavioral needs of students and to review data collection, progress monitoring, and data analysis. The Principal and Assistant Principal conduct all teacher observations, both formal and informal, in order to monitor instructional strategies and student achievement. The Reading Coach, Math-Science Coach, Curriculum Resource Teacher and the Staffing Specialist are trained in the Marzano evaluation process and conduct non-evaluative observations for coaching feedback purposes only.

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	20	17	21	27	19	19	0	0	0	0	0	0	0	123
One or more suspensions	1	1	0	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	4	30	17	9	17	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	41	35	33	0	0	0	0	0	0	0	109

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	8	26	12	18	0	0	0	0	0	0	0	67

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	1	6	7	0	0	0	0	0	0	0	14

Date this data was collected

Thursday 7/26/2018

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	16	24	31	22	19	10	0	0	0	0	0	0	0	122
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	0	13	21	17	16	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	29	24	21	0	0	0	0	0	0	0	74

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	0	6	20	14	16	0	0	0	0	0	0	0	57

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	16	24	31	22	19	10	0	0	0	0	0	0	0	122
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	0	13	21	17	16	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	29	24	21	0	0	0	0	0	0	0	74

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	0	6	20	14	16	0	0	0	0	0	0	0	57

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?

According to the results from the Florida Standards Assessment our lowest performing data component area was English Language Arts (ELA) in achievement at 54% and in learning gains at 42% which demonstrated a decline of 19% from the previous year. In looking at data from the current and preceding years, this outcome would not be considered a trend at this time.

Which data component showed the greatest decline from prior year?

The data component that indicated the greatest decline in percentage points was in the area of learning gains of the lowest 25% of our students. Bonneville Elementary School experienced a 30% drop in the number of students within the lowest 25% that demonstrated adequate yearly growth.

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

According to state-wide Florida State Assessment results, Bonneville Elementary School had the biggest proficiency gap in the area of Math Learning Gains of the lowest 25%. School-based scores were documented at 27% proficient in comparison to a state average of 47% proficiency.

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

In examining the data from the Florida State Assessment 2018 results, there were no areas of improvement to be measured at this time. This again, is not a trend based on evaluation of historical data.

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

In examining the data from the Florida State Assessment 2018 results, there were no areas of improvement to be measured at this time. This again, is not a trend based on evaluation of historical data. However, we are putting several changes in place in regards to the use of intervention time and small group instruction. In addition, our teachers are being trained on how to analyze and properly implement instructional shifts based on data from viable sources such as iReady, classroom walk-throughs, and daily exit slips.

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	54%	56%	56%	47%	53%	52%
ELA Learning Gains	42%	55%	55%	48%	52%	52%
ELA Lowest 25th Percentile	33%	48%	48%	39%	42%	46%
Math Achievement	62%	63%	62%	57%	56%	58%
Math Learning Gains	51%	57%	59%	56%	54%	58%
Math Lowest 25th Percentile	27%	46%	47%	53%	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	20 (16)	17 (24)	21 (31)	27 (22)	19 (19)	19 (10)	123 (122)
One or more suspensions	1 (0)	1 (0)	0 (1)	2 (0)	2 (0)	2 (0)	8 (1)
Course failure in ELA or Math	1 (3)	4 (0)	30 (13)	17 (21)	9 (17)	17 (16)	78 (70)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	41 (29)	35 (24)	33 (21)	109 (74)

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	53%	55%	-2%	57%	-4%
	2017	56%	57%	-1%	58%	-2%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	53%	54%	-1%	56%	-3%
	2017	56%	57%	-1%	56%	0%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	45%	55%	-10%	55%	-10%
	2017	52%	51%	1%	53%	-1%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	61%	-10%	62%	-11%
	2017	64%	63%	1%	62%	2%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	69%	62%	7%	62%	7%
	2017	67%	64%	3%	64%	3%
Same Grade Comparison		2%				
Cohort Comparison		5%				
05	2018	49%	59%	-10%	61%	-12%
	2017	64%	56%	8%	57%	7%
Same Grade Comparison		-15%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	53%	-1%	55%	-3%
	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	21	32	30	23	29	14	36				
ELL	37	35	24	47	53	33	30				
BLK	50			69							
HSP	49	41	29	58	50	31	50				
WHT	65	42		68	47		59				
FRL	49	41	34	58	51	29	53				
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	20	48	50	23	26	20	36				
ELL	39	55	65	52	65	63	32				
BLK	68	82		74	82						
HSP	52	60	65	63	71	55	63				
WHT	63	57		70	78	50	50				
FRL	57	61	63	67	74	51	61				

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	DPLC Lowest 25% ELA and Math- To increase proficiency levels and learning gains
Rationale	The students of Bonneville Elementary School who rank in our lowest 25th percentile did not attain appropriated academic growth measured by the Florida State Assessment. By identifying these content areas as a high priority, we can target and strategically plan short and long term goal for improvement and apply the proper resources and materials to increase student achievement.
Intended Outcome	At the end of the year the students who have been identified as performing in the lowest 25% are expected to experience a full years growth of learning as measured in the following ways: bi-weekly teacher assessments and iReady data.
Point Person	Desiree Houghton (desiree.hitchmon-houghton@ocps.net)
Action Step	
Description	We will continue to embed closed-read strategies and focus on academic vocabulary, comprehension and foundational skills such as number sense and phonemic awareness. We will analyze the data, survey the teachers, meet with them and provide training in the areas of need based on student outcomes and teacher feedback.
Person Responsible	Janice Brenes Catinchi (janice.brenescatinchi@ocps.net)
Plan to Monitor Effectiveness	
Description	The school leadership team will monitor teacher instruction and lesson delivery by conducting weekly walk-throughs, student data collection in the form of student work, exit slips, progress monitoring using iReady and teacher data meetings. Student data, specifically common assessments and benchmark data for reading and math, will be reviewed throughout the year. Student data from monthly MTSS meetings will also be reviewed to determine the effectiveness of interventions and/or to make instructional changes.
Person Responsible	Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

Activity #2

Title DPLC Science FCAT Proficiency

Rationale There is a need to develop a common language, embed hands-on lab experiences, and ensure learning task alignment to standards in the area of science content.

Intended Outcome The intended outcome is to increase science proficiency by 10 percent as measured on the NGSSS Science Assessment for all students.

Point Person Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

Action Step

Description The school leadership team will work closely with the science school based instructional coach and district science curriculum coaches to facilitate job-embedded professional development and to allow additional opportunities for students to practice the application of science theory.

Person Responsible Emily LaRusso (emily.larusso@ocps.net)

Plan to Monitor Effectiveness

Description Common Assessments (performance on each standard), iReady data, and Performance Matters diagnostics will be reviewed on an ongoing basis.

Person Responsible Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

Activity #3

Title Culturally Responsive Plan

Rationale Please note that the current Culturally Responsive Plan has not yet been reviewed or approved by the Minority Achievement Office.

Intended Outcome

Point Person Kimrey Sheehan (kimrey.sheehan@ocps.net)

Action Step

Description

Person Responsible Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

Plan to Monitor Effectiveness

Description

Person Responsible Kimrey Sheehan (kimrey.sheehan@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.

Bonneville Elementary School provides various programs and resources for parents to encourage and support parent participation in the education of their children. We are sensitive to the physical and temporal barriers our families may experience in accessing the school. Some of our parents can not attend events during school hours due to work commitments. We provide flexible meeting times and extended times after regular working hours to increase parent involvement. Family Nights and school activities are designed to allow for both parent and student participation to increase parent involvement.

To further support parents and children, the school, in conjunction with community volunteers and the support of faith-based organizations, has provided free haircuts, backpacks, school supplies and even bicycle helmets to children. The guidance counselor and members of the Leadership team provide parenting materials, food items, counseling services, and resources to support parents in their efforts to nurture and educate their children.

Technological support is available through our media center and computer labs for those parents in need of technological resources for academic support.

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.

The school guidance counselor, working in conjunction with the school psychologist and school social worker, is integral in meeting the social-emotional needs of students. The student referral process allows for teachers, students, or parents to request counseling services. Small group counseling, based on student needs, is provided and may range from anger management to appropriate behavioral responses. Our certified guidance counselor, is knowledgeable of school and community resources. She also serves as the liaison for our school volunteers (ADDitions), the Big Brother/Big Sister mentoring program, Foster Grandparents, Read to Succeed volunteers, and Reading Buddies (reading mentors from the University Carillon United Methodist Church who commit to meeting and reading with students on a weekly basis). The counselor works in conjunction with teachers, parents, and the school leadership team to ensure that students' needs are met in a proactive and responsive manner. We also use the BPIE – Best Practices for Inclusive Education – to identify learning opportunities and resources for students with disabilities and share this information with stakeholders.

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

For incoming students, transition plans are created and communicated with parents of preschool children transitioning from early childhood to elementary. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism visit kindergarten classes and parents meet with kindergarten teachers to review kindergarten expectations. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are routinely welcomed and invited to participate in all Bonneville activities. Parents of voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are invited to informational meetings about kindergarten and our primary unit for students with Autism Spectrum Disorders in March prior to the start of kindergarten. At the meeting, parents may register children, learn about the curriculum, participate in a parent orientation, meet the teachers, and tour classrooms.

Current students in the voluntary pre-kindergarten, pre-kindergarten for varying exceptionalities, and pre-kindergarten for students with Autism Spectrum Disorders visit kindergarten classrooms in May.

Students stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice helps to reduce the anxiety of students starting kindergarten. All parents are invited to attend the Meet Your Teacher event, our annual Open House and are encouraged to become members of the Parent Teacher Association or ADDitions and participate in the School Advisory Council or the Multilingual Parent Leadership Council.

For outgoing fifth grade students, the school counselor works with the counseling staff from the feeder middle school to prepare students for the transition from elementary to secondary. Designated orientations for rising sixth grade students are conducted at the middle school and allow for a tour of the campus and an explanation of course offerings. The school counselor coordinates the fifth graders' articulation to the middle school.

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.

The Principal and Leadership Team members meet to plan for the personnel needs for the coming school year. Teacher input and school needs are aligned and a tentative teaching schedule is drafted. The hiring process takes into consideration student needs (i.e. bilingual teachers, teachers with gifted endorsement or exceptional education certification).

Administration utilize district offerings to purchase instructional resources to meet student needs. District resources are made available to teachers with district-provided training. These training's are conducted in response to teachers' needs and support classroom instruction and student learning.

Every attempt is made to address student needs whether for English Language Learners, exceptional education students, or gifted learners.

Federal IDEA monies are allocated to the school and determined by student needs. IDEA funds are used to purchase the positions of Behavior Specialist and Program Assistant to meet the needs of exceptional education students. Title I schools are allocated additional monies to meet the needs of students. These funds are encumbered in the school budget and used to purchase additional positions and are used to pay for after-school tutoring provided by Bonneville teachers.

Title II funds are used by the district to allocate human and physical resources to schools to enhance teacher professional practice.

Title III funds, allocated by the district, provide for educational services and curricular resources, to aid in the instruction of English language learners.

Supplemental Academic Instruction (SAI) funds are used to pay teachers as tutors in the after-school tutoring program. After-school tutoring will be provided from September through April twice a week.

Supplemental Academic Instruction funds may also be used to purchase additional research-based resources to increase student achievement. The Principal is responsible for disbursing SAI funds.

An electronic inventory of all purchased resources is maintained by the Media Specialist/Textbook Manager.

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

Bonneville Elementary strives to create a college and career culture and to develop college and career aspirations for all students. The school counselor helps to facilitate the college and career exploration process with all students through a variety of programs. The school counselor employs standards from the American School Counselor Association to increase college and career competency in our students. All students participate in our district-wide Teach-In event which is an opportunity for community members to showcase their careers to students. During this event, students attend mini breakout sessions where they are presented with a variety of careers ranging from firefighter and meteorologist to veterinarian and architect. Presenters provide information to students about their careers, the type of

education required for their careers, and the reasons for choosing their particular career paths. Students have the opportunity to ask questions and participate in an activity where they reflect on their new knowledge by writing about their future career interests and the goals they need to achieve to enter a particular career field.

Throughout the school year, students in third through fifth grades will be exposed to various college and career lessons. Students will complete career interest surveys, research various careers, and develop measurable career goals.

Additionally, the school counselor disaggregates school data to identify any barriers impeding academic success. The school counselor will draft a plan for each of these students. All strategies implemented in the plan address personal/social, academic, and career and college readiness standards. The strategies to be taught include goal-setting, social skills and problem-solving, positive self-talk, managing test anxiety, study skills, and test preparation. Identified students will receive instruction in a small group setting. Students who are in need of more intensive mental health services will receive support through our district mental health program.

Part V: Budget

Total:	\$35,928.00
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