Aloma Elementary

2018-19 Schoolwide Improvement Plan

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Aloma Elementary

2949 SCARLET RD, Winter Park, FL 32792

www.alomaes.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	No	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

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
Vega, Donald	Principal
Bounds, Elizabeth	Assistant Principal
Gonzalez-Garcia, Marta	Other
Gallagher, Diane	Other
Kohr, Heather	Instructional Coach

Duties

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

Principal: Donald Vega - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; guarantees implementation of intervention support and documentation; endorses adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Calibrate classroom walk-throughs data as a method to progress monitor as a leadership team. DPLC-District facilitator and school level facilitator.

Assistant Principal: Elizabeth Bounds - Develops, leads, and evaluates our school core curriculum and content programs; assists with whole school screening program like i-Ready, that provide appropriate, evidence-based intervention and differentiated teaching strategies; supports MTSS through PLC team collaboration through leading teachers to a common goal of student achievement. Monitors classroom walk-through frequency and places supports for areas of need with the leadership team for coaching. DPLC school level participant.

CCT/Technology: Marta Gonzalez-Garcia - Provides support with Class Dojo to teachers and parents as needed; monitors ELL students; ensures that teachers are using appropriate strategies to safeguard student success; serves as the Spanish translator and supports the ELL parents; facilitates Imagine Learning, and MPLC as well as a grade level intervention group. DPLC school level participant.

CRT: Diane Gallagher - Monitors discipline and implements intervention; develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on

scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; as well as facilitates a grade level intervention group.

Instructional Coach: Heather Kohr- Develops, leads, and evaluates school core content standards/ programs; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on the K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and facilitates a grade level intervention group.

Exceptional Student Education (ESE) Teacher/Staffing Specialist: Kelly Treat - Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching to ensure that SWD are receiving differentiated and rigorous instruction; monitors the implementation of all IEPs and 504 plans; and facilitates a grade level intervention group.

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	18	14	9	10	14	13	0	0	0	0	0	0	0	78
One or more suspensions	2	0	0	0	5	8	0	0	0	0	0	0	0	15
Course failure in ELA or Math	1	3	5	9	11	7	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	24	38	30	0	0	0	0	0	0	0	92

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	2	1	1	11	15	13	0	0	0	0	0	0	0	43

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	3	0	2	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected

Wednesday 7/18/2018

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	17	16	6	19	8	12	0	0	0	0	0	0	0	78
One or more suspensions	0	2	0	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	4	14	1	10	4	12	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	27	28	23	0	0	0	0	0	0	0	78

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	2	5	0	11	6	12	0	0	0	0	0	0	0	36

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	17	16	6	19	8	12	0	0	0	0	0	0	0	78
One or more suspensions	0	2	0	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	4	14	1	10	4	12	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	27	28	23	0	0	0	0	0	0	0	78

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	2	5	0	11	6	12	0	0	0	0	0	0	0	36

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?

ELA proficiency is the lowest performed component however the trend shows a fluctuation over time in this component at Aloma.

Which data component showed the greatest decline from prior year?

Our math learning gains showed the greatest decline with an 18 point drop. We went from 79% Math learning gains to 61% for the 2017-2018 school year.

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

Marked by a 5 point deficit, science achievement is our biggest gap. We had 50 percent proficiency and the state had 55 percent proficiency.

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

ELA Lowest 25 for ELA showed the most improvement with a 4 point increase from the previous year. We improved from 70 to 74 percent of students in our lowest 25 making learning gains in ELA. Looking at the previous three years, this is a trend.

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

This improvement is a result of the staff having a deeper understanding of the ELA standards. In addition, the district's focus on literacy through the DPLC led to continued improvement within our lowest 25 percent in ELA.

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%	51%	53%	52%
ELA Learning Gains	60%	55%	55%	50%	52%	52%
ELA Lowest 25th Percentile	74%	48%	48%	40%	42%	46%
Math Achievement	65%	63%	62%	53%	56%	58%
Math Learning Gains	61%	57%	59%	48%	54%	58%
Math Lowest 25th Percentile	50%	46%	47%	37%	41%	46%
Science Achievement	50%	55%	55%	35%	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	18 (17)	14 (16)	9 (6)	10 (19)	14 (8)	13 (12)	78 (78)
One or more suspensions	2 (0)	0 (2)	0 (0)	0 (2)	5 (3)	8 (1)	15 (8)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Course failure in ELA or Math	1 (4)	3 (14)	5 (1)	9 (10)	11 (4)	7 (12)	36 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (27)	38 (28)	30 (23)	92 (78)

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	58%	55%	3%	57%	1%
	2017	51%	57%	-6%	58%	-7%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	49%	54%	-5%	56%	-7%
	2017	45%	57%	-12%	56%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2018	44%	55%	-11%	55%	-11%
	2017	60%	51%	9%	53%	7%
Same Grade Comparison		-16%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	61%	3%	62%	2%
	2017	70%	63%	7%	62%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	61%	62%	-1%	62%	-1%
	2017	60%	64%	-4%	64%	-4%
Same Grade Comparison		1%				
Cohort Comparison		-9%				
05	2018	56%	59%	-3%	61%	-5%
	2017	71%	56%	15%	57%	14%
Same Grade Comparison		-15%				
Cohort Comparison		-4%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	53%	-7%	55%	-9%
	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	27	67	83	30	47	50					
ELL	38	74	83	63	70	53					
ASN	64	55		86	64						
BLK	57	46		57	62		47				
HSP	47	63	86	57	61	50	39				
WHT	61	60		78	56		60				
FRL	51	59	73	61	60	53	50				

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	24	50	54	34	48	50	35				
ELL	34	58	67	54	66	47	40				
ASN	68	67		84	83						
BLK	61	82		68	82		36				
HSP	49	70	67	62	72	57	51				
MUL	60			80							
WHT	74	69		89	86		93				
FRL	54	66	64	69	76	63	56				

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-Proficiency in ELA, Mathematics, and Science (Accelerate Student Performance)
Rationale	The inconsistent progress within our proficiency in all content areas is an overarching trend at Aloma. 2017-2018 results reflect ELA at 53%, Math at 61% and Science at 51%.
Intended Outcome	Increase proficiency in ELA, Mathematics, and Science by at least 3 percentage points. Through support, feedback and collaborative planning our staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards aligned tasks (DPLC), as well as the used of text-dependent questions to increase student achievement in proficiency within ELA to 56%, Math to 64% and Science to 54%.
Point Person	Donald Vega (donald.vega@ocps.net)

Action Step	
Description	1. Analyze ELA and Math data from previous FSA as well as BOY iReady diagnostic 2. Identify students that are below proficiency and on the threshold of proficiency and provide support and resources 3. Provide professional development on iReady profiles for grouping students to meet their needs 4. Monitor growth checks monthly with iReady 5. Conduct Data chats with teachers monthly to review growth and areas that need support 6. Provide instructional rounds for teachers to see and learn best practices for standards aligned teaching
Person Responsible	Elizabeth Bounds (elizabeth.bounds@ocps.net)

Plan to Monitor Effectiveness	
Description	1. The leadership team will support teachers during weekly PLC's to analyze formative assessment data and develop data-informed lesson plans and learning tasks. 2. The leadership team will meet weekly to debrief on grade level data and PLC meetings and review PLC notes to ensure the implementation of complex texts, and standards aligned tasks (DPLC) as well as planned text-dependent questions. 3. Routine classroom observations will help ensure fidelity of the implementation. 4. Monitor iObservation data and PLC notes regarding student learning tasks during daily class instruction. 5. Data meetings and data wall graphs will indicate if students are progressing through standards-based assessments. 6. Monthly review of school-wide data spreadsheet 7. Principal-led data meetings following each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessment. 8. Monitored at the end of each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessments. 9. The leadership team will review student performance data to monitor whether the strategy successfully increased students' academic performance through use of content specific, complex texts to align tasks to standards.

| **Person Responsible** | Donald Vega (donald.vega@ocps.net) |

Activity #2	
Title	Increase learning gains in the lowest 25% In ELA and Math (Narrow Achievement Gaps)
Rationale	Continue the momentum of support for ELA while incorporating targeted support in the area of Math. Our math lowest 25% decreased from our prior year performance to 54%. Build teacher skill set with daily differentiation of instruction to meet students within this subgroup.
Intended Outcome	Increase our learning gains within our lowest 25% by at least 3% in ELA and Math. This will increase our gains to 78% in ELA and at least 57% in Math.
Point Person	Donald Vega (donald.vega@ocps.net)

Action Step	
Description	1. Analyze students that rank with the lowest 25% 2. Identify and target student instruction in both ELA and Math with small group support 3. Address different levels of language barriers for our ELL and learning barriers for those that fall in the ESE subgroup 4. Teachers will input individual student data on our school-wide data spreadsheet after each CRM is taught 5. Principal-led data meetings with each PLC at the end of each MTP 6. Provide daily in-school tutoring targeting students in the lowest 25% addressing both ELA and Math 7. Implement a weekly tutoring program targeting students in the lowest 25% addressing both ELA and Math 8. Provide Saturday school opportunity targeting ELA and Math for our lowest 25%
Person Responsible	Donald Vega (donald.vega@ocps.net)

Plan to Monitor Effectiveness	
Description	1. Leadership team will meet with teachers in PLC's on a weekly basis to progress monitor planning and instruction 2. Review common assessment data this is provided by our teachers on our school-wide data spreadsheets 3. Tutoring and Saturday School coordinator will monitor attendance and unit assessments 4. Monitor iReady monthly growth checks and BOY and MOY diagnostic data
Person Responsible	Donald Vega (donald.vega@ocps.net)

Activity #3	
Title	Culturally Responsive School-MAO (Provide Empowering Environments)
Rationale	Creating a culturally unbiased staff to provide our students with equitable learning opportunities.
Intended Outcome	A minimum of 80% of instructional staff will participate in the Minority Achievement Office Culturally Responsive School Plan.
Point Person	Elizabeth Bounds (elizabeth.bounds@ocps.net)
Action Step	
Description	1. Provide instructional staff training using the provided PowerPoint and materials given at the MAO meetings 2. Instructional staff participate in the Harvard Implicit Bias Test 3. Organize an article study on culturally responsiveness
Person Responsible	Elizabeth Bounds (elizabeth.bounds@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Review discipline and attendance data 2. Increased participation in enrichment activities in school provided clubs (STEM, coding, chess, chorus)
Person Responsible	Elizabeth Bounds (elizabeth.bounds@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.

Involvement of parents has been found to have a positive effect on student achievement. As such, Aloma Elementary School makes every effort to involve parents at school. Teachers are able to communicate with parents through Class Dojo by sending messages as well as pictures that depict their child interacting in class. Aloma boasts a very active Facebook page and Twitter account where parents are kept current on Aloma news and events.

At the beginning of the school year, every student receives a planner. This allows a daily two-way communication between parents and the classroom teachers. Use of class DoJo provides a digital way of communicating to inform parents of what to expect for the upcoming week. Parents are invited and encouraged to volunteer at the school whenever they are available. This includes becoming an active part of our PTA.

This year, Aloma Elementary has added Parent Engagement Liaison, Tony Pagan. Mr. Pagan aims to increase the number of parents participating in parental involvement activities and opportunities. Parental involvement activities will occur on an ongoing basis and shall include PTA meetings, SAC

meetings, curriculum nights, parent workshops, school performances, award ceremonies, Open House and parent/teacher/student conference nights.

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 offers counseling services through Community Help and Intervention in Life's Lessons (CHILL). The program has a counselor that is assigned to Aloma Elementary. Students are seen by the counselor through teacher referral or parent requests. The program provides counseling for a variety of emotional concerns. Services are offered to both students and parents.

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

The PreK teacher collaborates with the kindergarten team and with the Headstart team to help students transition from PreK into kindergarten. Collaboration with the district curriculum team, Meg Bowen, we hosted a community kindergarten academy for parents and students to transition into kindergarten. The school conducts a Meet the Teacher day. Parents and students have an opportunity to visit their classroom to get information and preparation strategies for entering kindergarten. Students leaving Aloma at the end of 5th grade will go on an informational field trip and take a tour of Glenridge 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 Leadership Team supports MTSS around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets bi-monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are performing on the standards assessed as meeting/exceeding, at moderate risk or at high risk for not meeting the standards. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Headstart housed at Aloma coordinates with our PreK VE teacher and with our kindergarten teachers to discuss readiness for PreK VE and for kindergarten. SAI (Supplemental Academic Instruction)/Targeted Assistance funds are used to fund our tutoring initiative to serve all students in third through fifth grade students that are performing one or more years below grade level expectations. The teachers will increase their understanding of these strategies, plan and incorporate them into daily lessons.

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

Aloma Elementary School has established a collegiate culture throughout the campus. Teachers and students are encouraged to wear collegiate shirts on Mondays. Teachers are encouraged to talk about the college shirt that they are wearing, including where the college is located. In addition, teachers post

on their classroom doors signage of the college/university they attended, the degree they earned and the school's location.

Part V: Budget	
Total:	**$5,000.00**