Rock Springs Elementary

2018-19 Schoolwide Improvement Plan

Table of Contents

Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

https://rockspringses.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	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	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
Hay, Nathan	Principal
Bennett, Jennifer	Instructional Coach
Gonzalez, Yulimey	Other
Strange, Robyn	Assistant Principal
Pankonin, Christine	Instructional Coach
Murray, Lisa	Other

Duties

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

The Leadership Team members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

Nathan Hay-(Principal)
- Establishes the instructional focus of the school.
- Utilizes coaches to monitor the alignment of instructional planning and delivery in the classroom.
- Monitors teachers and students daily to understand the strengths and weakness of instruction at Rock Springs. - Meets with the administrative team weekly to discuss data and what they are seeing in classrooms and in lesson plans.
- Plans professional development for teachers and staff members to build professional capacity.

Robyn Strange-(Assistant Principal)
- Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.
- Manages the daily operations and functions of the school consistent with district policy and district priorities.
- Administers policies that provide a safe and effective learning environment.
- Communicates the school's vision, mission and priorities to the community

- Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation.
- Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware.
- Plans and schedules one's own and others' work so that priorities and goals can be met.
- Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.
- In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students

Christine Pankonin-(Curriculum Resource Teacher)
- Staff Development Facilitator: Plan and schedule staff developments. Indentify professional development needs, facilitate staff developments or secure instructors as needed, provide resources, maintain records and submit in-service points for teachers.
- iReady: Provide administration/implementation support and data analysis
- Testing Coordinator: Coordinate administration of District and State Assessments (FSA, Benchmarks, Alternate Assessment, Iowa, EOCs). Maintain testing documentation and materials security.
- Textbook Manager: Manage the inventory of textbooks and surplus materials. Maintain Textbook/ Resource Room (Room 120).
- School Calendar Coordinator: Maintain and update the school calendar (SharePoint).
- Launch Newsletter Publisher: Write and distribute the weekly school newsletter to keep everyone up to date as to what is going on.
- Apopka Chief Coordinator: Teachers submit their team news to me monthly. I edit all articles and submit them to the Apopka Chief to keep the community informed of our school news.
- Field Trip Coordinator: Maintain filed trip schedule and maintain records.
- Awards Program: Coordinate quarterly awards program and 5th grade awards ceremony. Provide parent invitations, honor roll and perfect attendance certificates and student incentives.
- Coordinate and manage SAI Tutoring Program.
- Coordinate Teach In, Agricultural Day and Oration.
- Orange County Virtual School Coordinator: Monitor students' progress in the program and liaison for parents, OCVS, and RSE.
- PIE Coordinator: Maintain PIE website. Contact businesses to support our school, teachers and students through donations, incentives, and fundraising. Schedule Spirit Nights with partners.
- Instructional Coach: Provide coaching in curriculum and instructional strategies and resources. Perform walkthroughs and provide feedback on iObservation. Plan and implement Instructional Rounds by grade level including resource teachers. Assist teachers with Deliberate Practice process. Attend data meetings and assist with data analysis, progress monitoring and instructional focus.
- Walkthroughs, Feedback, Coaching Conferences
- Use walkthrough data to differentiate support for teachers and grade level teams
- ELA Support
- Manages intervention materials
- Assist teachers/ CRT with all testing procedures and administration
- Provide Tier 3 interventions for students, collect data to show progress
- Conduct and participate in MTSS meetings with the staffing specialist, school psychologist, classroom teachers, and parents to create action plans for students and any interventions/ services they might receive
- New teacher mentor program
- Actively support staff and teachers in iobservation evaluation system
- Support teachers in implementing best instructional practice through lesson planning support, lesson modeling, and strategies implementation
- Induction Program Coordinator: Work with the beginning teachers, meet with them each month, provide mentors for them and monitor their progress towards certification. I am also the intern

coordinator and district liaison.
- Teach In

Jennie Bennett - (Math/Science Coach)
- Walkthroughs, Feedback, Coaching Conferences
- Use walkthrough data to differentiate support for teachers and grade level teams
- Support teachers in implementing Florida math standards (MAFS) through lesson planning support, lesson modeling, and math strategies implementation
- Assist teachers in creating plans for differentiating for students needing additional math support.
- Work with students needing tier 2, tier 3, and enrichment math support
- Oversee and support enrichment and tutoring programs such as MAO math tutoring, Math Olympiad, and STEM Club
- Provide math and science resources that support rigorous math and science instruction.
- Science Fair
- PLTW
- Makers Space

Lisa Murray - (Staffing Specialist)
- Schedule all EP, IEP, and 504 Meetings
- Ensure all ESE documents meet/maintain compliance
- Review EDW report weekly
- EPT
-- MTSS implementation and process
- Update Indicator 11 with all new consents and completed evaluations
- Update SMS following ESE meetings
- Collaborate with team on Developmentally Delayed Reevaluations
- Mass Fall Vision and Hearing screenings
- Coordinate Spring Gifted Screenings
- Maintain/Update Gifted Database
- Coordinate Final Tier 3 MTSS meetings with MTSS Coach, Teacher, and School Psychologist
- Liaison for all Mental Health/Counselors providing services to students
- Collaborate with MTSS Coach, CRT, School Psychologist, Registrar, and School Social Worker as needed
- Coordinate/submit needed paperwork to Transportation Services for ESE students
- Collect and submit ESY Data to Program Specialist
- Compile and submit More Restrictive Placement packets
- Contact person for Social Security claims
- Contact person for ESE parents

Yulimey Gonzalez - (Curriculum Compliance Teacher)
- Schedule and hold ELL meetings
- Provide parents with meetings and documentation of their student's progress in the ESOL program
- Coordinate and host MPLC meetings with the parents of ELL students
- Coordinate and administer the language-proficiency assessments for ELL students

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	17	19	20	16	26	26	0	0	0	0	0	0	0	124
One or more suspensions	2	0	0	0	3	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	36	36	41	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	0	0	0	2	11	15	0	0	0	0	0	0	0	28

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	1	0	2	9	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	2	2	0	1	0	0	0	0	0	0	0	0	0	5

Date this data was collected
Tuesday 7/24/2018

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	25	28	19	26	32	33	0	0	0	0	0	0	0	163
One or more suspensions	0	0	3	4	10	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	21	12	5	11	11	21	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	31	38	38	0	0	0	0	0	0	0	107

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	6	1	18	23	31	0	0	0	0	0	0	0	85

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	25	28	19	26	32	33	0	0	0	0	0	0	0	163
One or more suspensions	0	0	3	4	10	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	21	12	5	11	11	21	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	31	38	38	0	0	0	0	0	0	0	107

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	6	1	18	23	31	0	0	0	0	0	0	0	85

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 data component that performed the lowest was the bottom 25% in ELA. Yes, this is a trend in the last three years the bottom 25% in ELA has been trending lower.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was our ELA learning gains. This went from 56% down to 47% making learning gains.

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

The data component with the biggest gap was the bottom 25% in ELA. The district average was 48% of students made a learning gain, while Rock Springs was at 33% making learning gains. This is a gap of 15%.

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

The data component that showed the most improvement was math learning gains in the bottom 25%. We went from 26% to 35% proficient, which is an increase of 9%. This does not indicate a trend, yet.

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

The change that took place that led to improvement in this area was an increased focus on small group instruction.

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	59%	56%	56%	53%	53%	52%
ELA Learning Gains	47%	55%	55%	52%	52%	52%
ELA Lowest 25th Percentile	33%	48%	48%	54%	42%	46%
Math Achievement	62%	63%	62%	62%	56%	58%
Math Learning Gains	56%	57%	59%	57%	54%	58%
Math Lowest 25th Percentile	35%	46%	47%	42%	41%	46%
Science Achievement	50%	55%	55%	53%	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	17 (25)	19 (28)	20 (19)	16 (26)	26 (32)	26 (33)	124 (163)
One or more suspensions	2 (0)	0 (0)	0 (3)	0 (4)	3 (10)	7 (9)	12 (26)
Course failure in ELA or Math	0 (21)	0 (12)	0 (5)	0 (11)	0 (11)	0 (21)	0 (81)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (31)	36 (38)	41 (38)	113 (107)

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	66%	55%	11%	57%	9%
	2017	69%	57%	12%	58%	11%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	56%	54%	2%	56%	0%
	2017	54%	57%	-3%	56%	-2%
Same Grade Comparison		2%				
Cohort Comparison		-13%				
05	2018	53%	55%	-2%	55%	-2%
	2017	50%	51%	-1%	53%	-3%
Same Grade Comparison		3%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	61%	6%	62%	5%
	2017	67%	63%	4%	62%	5%
Same Grade Comparison		0%				
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2018	63%	62%	1%	62%	1%	
	2017	62%	64%	-2%	64%	-2%	
Same Grade Comparison		1%					
Cohort Comparison		-4%					
05	2018	57%	59%	-2%	61%	-4%	
	2017	57%	56%	1%	57%	0%	
Same Grade Comparison		0%					
Cohort Comparison		-5%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	50%	53%	-3%	55%	-5%	
	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	22	29	21	23	45	50	27				
ELL	31	33	21	36	51	33	15				
BLK	52	46		51	60		38				
HSP	49	43	25	56	53	38	43				
MUL	44	45		67	64						
WHT	73	50	42	70	55	29	60				
FRL	50	39	28	55	49	29	46				
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	25	27	7	29	18	8	21				
ELL	29	31	26	42	31	11	5				
BLK	58	56	50	61	53	36	37				
HSP	49	47	29	56	42	25	19				
MUL	56	70		56	60						
WHT	69	61	45	71	57	25	62				
FRL	48	52	36	52	44	25	27				

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	Bottom 25% ELA and Math
Rationale	The bottom 25% in both ELA and Math are significantly lower than the state average. During the 2017-2018 school year 33% of students made learning gains in ELA and 35% of students made learning gains in math.
Intended Outcome	By increasing our focus on the bottom 25% in math and reading, our learning gains in Bottom 25% in ELA will increase from 33% to 63% and proficiency in Math will increase from 35% to 63%.
Point Person	Nathan Hay (nathan.hay@ocps.net)

Action Step	
Description	1. Students will be ability grouped during FBS time. 2. Leadership team members will push in and teach in every grade level during FBS time. 3. During common planning there will be a designated time each month to discuss data trends of students in the bottom 25%. 4. There will be a data room that has the pictures of the students in the bottom 25% and their most up-to-date assessment scores, as well as iReady data. 5. iReady data will be monitored weekly to ensure they meet their 45 minutes of reading and math instruction. Pankonin 6. After school tutoring will be provided for students 3-5 grade who are part of the bottom 25% in ELA and Math. 7. Students will be responsible for student/parent/teacher data conferencing. They will share their data quarterly and explain how they are doing, what they are doing, and create goals that will motivate them to make learning gains.
Person Responsible	Nicole Lathrop (nicole.lathrop@ocps.net)

Plan to Monitor Effectiveness	
Description	Teachers will make sure that the student driven data conference takes place quarterly. This will be monitored though sign in sheets and student data chat form. Leadership team will monitor the effectiveness of their interventions using iReady data and progress monitoring data weekly. Principal and AP will attend grade-level common planning sessions weekly. During this time grade levels will discuss lesson plans, student data, engagement strategies, and differentiation of instruction. Leadership will monitor the implementation of lesson plans and provide actionable feedback by using a common walkthrough tool. The leadership team will meet weekly to discuss the walkthrough data and give actionable feedback and specific coaching to teachers in their areas of need. i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.
Person Responsible	Nathan Hay (nathan.hay@ocps.net)

Activity #2	
Title	DPLC
Rationale	The data component in ELA learning gains reflected a decline from 56% to 47%. This was also lower then the state average at 55% in ELA learning gains.
Intended Outcome	By increasing our focus on close read strategies, our learning gains in ELA will increase from 47% to 100%.
Point Person	Nicole Lathrop (nicole.lathrop@ocps.net)
Action Step	
Description	1. DPLC team members will facilitate the growth and development of teachers with the understanding of close reading strategies and the implementation of text dependent questions. 2. Provide teachers professional development on the close reading process inluding selecting a complex text, vocabulary support, chunking, annotating, and text dependent questions. 3. Instructional coach will lead school writing team to promote and encourage writing to learn when close reading. 4. Provide teachers professional development and resources with NewsELA to cultivate close reading and data analysis.
Person Responsible	Nicole Lathrop (nicole.lathrop@ocps.net)
Plan to Monitor Effectiveness	
Description	Principal and AP will attend grade-level common planning sessions weekly. During this time grade levels will discuss close reading strategies, lesson plans, student data, engagement strategies, and differentiation of instruction. Leadership will monitor the implementation of close reading strategies and provide actionable feedback by using a common walkthrough tool. The leadership team will meet weekly to discuss the walkthrough data and give actionable feedback and specific coaching to teachers in their areas of need. Newsela data from the school binder kit will be monitored monthly to keep track of reading growth for each student. Agendas and sign in sheets during professional development and PLC's.
Person Responsible	Nicole Lathrop (nicole.lathrop@ocps.net)

Activity #3	
Title	Culturally Responsive Plan
Rationale	To narrow the achievement gap between ELL/ESE subgroups and the general student population.
Intended Outcome	Narrowing of achievement gaps-disproportionality in target initiative. Currently there is an 42% achievement Gap in ELA and a 40% Gap in Math between our ELL and non-ELL students. There is a 47% achievement Gap in ELA and a 45% Gap in Math between ESE and non-ESE students. The goal is to decrease these gaps by 20% in all areas.
Point Person	Robyn Strange (robyn.strange@ocps.net)

Action Step	
Description	Development of a schoolwide culturally responsive plan (CRP) through the following three action steps: 1. Assign administrative lead to oversee and monitor MAO initiatives. 2. Leadership team collaboration. 3. Academic support through staff and student mentorship. In addition, we have added a second ESOL para-professional to push in and an additional VE resource teacher for pull out to support in each of these areas. We have also instituted Hispanic Heritage, African American Heritage, and ASD nights at the school to include parent and teacher involvement in these culturally responsive areas. Multiple before/after school enrichment opportunities are being offered to appeal to all student populations. Before and after school tutoring will also be utilized.
Person Responsible	Robyn Strange (robyn.strange@ocps.net)

Plan to Monitor Effectiveness	
Description	Admin leadership team will monitor weekly check-in data and individual student data through mentor groups to ensure that each identified student is achieving academic and personal performance goals. Students in every grade level will be ability grouped for daily intervention times with admin team members supporting intervention groups in every grade level. Admin team members will meet provide weekly data check-ins for every grade level and meet weekly to discuss trends in data and further needs for gap intervention. A MTSS process will aid in progress monitoring of intensive students in the tiered intervention process. Data meetings between leadership team and teachers will provide further progress monitoring and implementation of needed change.
Person Responsible	Robyn Strange (robyn.strange@ocps.net)

Part V: Budget

Total:	$32,655.31