Rock Lake Elementary

2018-19 Schoolwide Improvement Plan

Table of Contents

Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

https://rocklakees.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	97%

School Grades History

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

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.

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

Provide the school's vision statement.

OCPS Vision
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
Webley, Tracy	Principal
Ludwig, Janet	Other
Williams, Ronald	Dean
Frett, Rozene	Assistant Principal
McCarthy, Sarah	Instructional Coach
Shah, Sally	Instructional Coach

Duties

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

Tracy Webley, principal, is responsible for overall operations and curriculum at Rock Lake Elementary. Ms. Webley sets the vision for the problem-solving process and facilitates review of fidelity in implementation by
conducting classroom walkthroughs and attending data meetings. Ms. Webley spends more than 80% of the day in classrooms, observing, teaching and pulling groups.

Rozene Frett Bowie, Assistant principal participates in the on-going process of progress monitoring of student achievement data. Mrs. Frett Bowie also monitors the effectiveness of classroom instruction and provides actionable feedback to teachers for continuous growth. Ms. Frett Bowie assist with discipline matters, she is an expert on the PBIS program that has been implemented this year at Rock Lake. Ms. Frett Bowie spends more than 80% of her day in classrooms observing.

Sarah McCarthy, math instructional coach, shares expertise on instructional practices and select interventions in math to target the specific needs of students.She supports teachers by utilizing the coaching cycle and ensuring implementation of standards-based instruction. In addition, she participate in the design and delivery of professional development and support colleagues through mentoring and pushing in/pulling out of small group interventions. Ms. McCarthy teaches the third grade retention students during the extra hour. She also teaches math to all fourth grade Monday, Tuesday and Wednesday which the teachers observe. She teaches 5th grade Monday - Friday to a targeted group of students. Thursday and Friday she teaches 3rd grade students math while the

teachers observe. Ms. McCarthy has a 5th grade interventions group she works with each day as well.

Sally Shah, ELA instructional coach, shares expertise on instructional practices and select interventions in ELA to target the specific needs of students.She supports teachers by utilizing the coaching cycle and ensuring implementation of standards-based instruction. In addition, she participates in the design and delivery of professional development and support colleagues through mentoring and pushing in/pulling out of small group interventions. Ms. Shah teaches the third grade retention students during the extra hour. She also teaches writing and reading to all fourth grade Monday, Tuesday and Wednesday while the teachers observe. She teaches 5th grade Monday - Friday to a targeted group of students. Thursday and Friday she teaches 3rd grade students reading while the teachers observe. Ms. Shah has also works with the same 3rd grade retention students during the interventions block.

Ronald Williams, dean assists with the MTSS process and provides support to students and staff; to include behavior strategies, social skills groups, behavior plans, and facilitate on-going professional development to increase knowledge and skills of positive student behavior support for all students. Dean Williams is working with the AP on implementation of PBIS school-wide.

Janet Ludwig- Parent resource liaison who assists with Partners in Education, ADDitions, McKinney Vento Program and works with the our Foster Grandparent program. Mrs. Ludwig also pulls several intervention groups and assist in classrooms.

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	25	22	11	16	6	2	0	0	0	0	0	0	0	82
One or more suspensions	3	2	6	10	8	5	0	0	0	0	0	0	0	34
Course failure in ELA or Math	13	15	3	0	1	0	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	37	55	15	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	8	3	14	11	2	0	0	0	0	0	0	0	44

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	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	1	4	1	17	0	0	0	0	0	0	0	0	0	23

Date this data was collected

Monday 7/16/2018

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	12	7	5	7	8	6	0	0	0	0	0	0	0	45
One or more suspensions	1	0	0	3	0	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	3	1	0	2	0	1	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	4	3	5	0	0	0	0	0	0	0	12

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	4	1	1	5	3	4	0	0	0	0	0	0	0	18

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	12	7	5	7	8	6	0	0	0	0	0	0	0	45
One or more suspensions	1	0	0	3	0	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	3	1	0	17	0	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	28	47	16	0	0	0	0	0	0	0	91

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	4	1	1	5	3	4	0	0	0	0	0	0	0	18

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?

Based on data trends, the lowest 25% in ELA performed at 21% for the 2017-18 school year compared to 64% for the 2016-17 school year.

Which data component showed the greatest decline from prior year?

ELA overall learning gains decreased from 60% to 27% (33 points).

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

ELA had the biggest gap when compared to the state average. 22% of students showed proficiency as compared to the state average of 56%. This is a difference of 34%.

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

Based on the data trends, we declined in all component areas.

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

NA

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	22%	56%	56%	32%	53%	52%
ELA Learning Gains	27%	55%	55%	42%	52%	52%
ELA Lowest 25th Percentile	21%	48%	48%	31%	42%	46%
Math Achievement	29%	63%	62%	40%	56%	58%
Math Learning Gains	32%	57%	59%	55%	54%	58%
Math Lowest 25th Percentile	25%	46%	47%	41%	41%	46%
Science Achievement	29%	55%	55%	37%	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	25 (12)	22 (7)	11 (5)	16 (7)	6 (8)	2 (6)	82 (45)
One or more suspensions	3 (1)	2 (0)	6 (0)	10 (3)	8 (0)	5 (5)	34 (9)
Course failure in ELA or Math	13 (3)	15 (1)	3 (0)	0 (2)	1 (0)	0 (1)	32 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	37 (4)	55 (3)	15 (5)	107 (12)

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	15%	55%	-40%	57%	-42%
	2017	33%	57%	-24%	58%	-25%
Same Grade Comparison	-18%					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	18%	54%	-36%	56%	-38%
	2017	32%	57%	-25%	56%	-24%
Same Grade Comparison		-14%				
Cohort Comparison		-15%				
05	2018	21%	55%	-34%	55%	-34%
	2017	33%	51%	-18%	53%	-20%
Same Grade Comparison		-12%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	20%	61%	-41%	62%	-42%
	2017	51%	63%	-12%	62%	-11%
Same Grade Comparison		-31%				
Cohort Comparison						
04	2018	25%	62%	-37%	62%	-37%
	2017	50%	64%	-14%	64%	-14%
Same Grade Comparison		-25%				
Cohort Comparison		-26%				
05	2018	33%	59%	-26%	61%	-28%
	2017	30%	56%	-26%	57%	-27%
Same Grade Comparison		3%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	53%	-30%	55%	-32%
	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		7	8	7	29						
BLK	22	26	18	29	31	23	27				
FRL	23	29	21	32	35	28	31				

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	9			20							
BLK	33	57	58	49	69	62	48				
FRL	32	57	60	50	69	55	56				

Table title (spanning header): **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

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	Student achievement will increase as a result of building teacher understanding of ELA content knowledge, standards-based instruction, and pedagogical practices.
Rationale	Based on data, achievement levels and learning gains have decreased significantly in reading during the 2017 - 2018 school year.
Intended Outcome	Students will demonstrate mastery of ELA standards resulting in an increase of 10% overall proficiency. In addition, ELA overall learning gains will increase by 23 percentage points and the lowest 25% learning gains will increase by 29 percentage points.
Point Person	Tracy Webley (tracy.webley@ocps.net)

Action Step	
Description	Action Step 1- Facilitate ongoing professional development focused on the implementation of high-yield instructional strategies, standards-based instruction, close reading, and text-based questioning. Action Step 2- Facilitate weekly common planning with an intense focus on targeted standards-based instruction through the use of collaborative structures, metacognitive strategies, engagement and culturally responsive strategies, close reading strategies in complex text, and text-dependent questions (in alignment with DPLC initiative). Action Step 3 - The administration will work closely with School Transformation Office to analyze student data and create schedule of coaching, interventions and professional development. Action Step 4- Implement structured bi-weekly data meetings to track and monitor student progress in academic, discipline, and attendance areas. Action Step 4- Create, maintain, and monitor the effectiveness of a structured process to be used for interventions, which includes a tracking system to collect consistent data to meet the identified needs of students.
Person Responsible	Tracy Webley (tracy.webley@ocps.net)

Plan to Monitor Effectiveness	
Description	* The administration will monitor and adjust the coaching schedule, informal and formal observations to provide ongoing, written, actionable feedback to provide feedback to teachers, regarding implementation and effectiveness of identified strategies. Exit slips, progress monitoring data, IReady data, common planning notes and agenda will be monitored to determine student needs. * The administrators and school-based leadership team will analyze data bi-weekly with teachers to determine progress toward mastery of the standards and identify school-wide trends. This data will be used to inform and adjust interventions and support. * Administrators and leadership team members will participate in common planning and review common planning meeting notes to ensure high quality instruction is being implemented.

Person Responsible   Tracy Webley (tracy.webley@ocps.net)

Activity #2	
Title	Student achievement will increase as a result of teachers effectively integrating mathematical practices to include standards-based instruction and concrete, representational, and abstract thinking and activities.
Rationale	In 2018, FSA data indicated that there were significant declines in levels of proficiency, learning gains, and learning gains of the lowest quartile. These results demonstrate an urgent need to adjust instructional practices and to implement structured progress monitoring throughout the school.
Intended Outcome	Students will demonstrate mastery of math standards resulting in an increase of 10% overall proficiency. In addition, math overall learning gains will increase to 60 percentage points and the lowest 25% learning gains will increase to 55 percentage points.
Point Person	Tracy Webley (tracy.webley@ocps.net)
Action Step	
Description	Action Step 1- Facilitate ongoing professional development focused on the implementation of high-yield mathematical practices, standards-based instruction and real world applications. Action Step 2- The administration will work closely with School Transformation Office to create a schedule of coaching, interventions and professional development. Action Step 2- Facilitate weekly common planning with an intense focus on targeted standards-based instruction through the use of collaborative structures, metacognitive strategies, engagement, and culturally responsive strategies. Action Step 3- Implement math small group intervention that includes a strategic remediation and reassessment plan for all targeted math standards. Action Step 4- Implement structured data meetings to track and monitor student progress in academic, discipline, and attendance areas.
Person Responsible	Tracy Webley (tracy.webley@ocps.net)
Plan to Monitor Effectiveness	
Description	* The administration will monitor the schedule of coaching, informal and formal observations to provide ongoing, written, actionable feedback to provide feedback to teachers, regarding implementation and effectiveness of identified strategies. Exit slips, progress monitoring data, IReady data, common planning notes and agenda will be monitored to assure student growth is improving. * The administrators and school-based leadership team will analyze data bi-weekly with teachers to determine progress toward mastery of the standard and identify school-wide trends. This data will be used to inform and adjust interventions and support. * Administrators and leadership team members will participate in common planning and review common planning meeting notes to ensure high quality instruction is being implemented.
Person Responsible	Tracy Webley (tracy.webley@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.

In order to sustain consistent high academic achievement at Rock Lake Elementary School, a paradigm shift is necessary; therefore, the developed plan is designed to change the school's culture from reflecting an at-risk attitude to that of promise. A school of promise has strong emphasis on a positive school culture that breeds an "I Can" attitude and high expectations. It has a structured parental involvement program along with excellent teaching and learning.
The Principal Enhancement Program is an intense program that covers a myriad of approaches and strategies proven effective in the improvement of at-risk schools. Its hands-on approach includes the following: a) assessing the school's culture and providing a framework for developing a positive school culture, b) providing a process for developing a shared vision, c) providing leadership in developing a "Blueprint for Success," the system of organization and operation (relationships, rules, rights, restrictions, roles, routines and procedures) to move from where the school is to where it ought to be, d) providing the necessary leadership and management training, mentoring and coaching, evaluation and feedback throughout the implementation of the blueprint.
This Parent Leadership and Empowerment Program utilizes the WHMO strategy to equip and empower parents and guardians to be effectively involved in their children's lives and education.
What: Increase participants' knowledge of parenting including foundational information on roles, responsibilities, relationships, rights, restrictions and family development.
How: Enhance participants' capacity to apply the knowledge by developing skills through learning and practicing effective strategies.
Motivation: Inspire participants to become self motivated through understanding and experiencing the correlation between parental involvement and student success thereby giving value to parental involvement.
Outcomes: The successful outcomes will be improved parent participation and student achievement measured by parent report card results and Florida Standards Assessment.

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.

Rock Lake Elementary ensures that the social-emotional needs of all students are considered a priority. A Behavior Specialist has been hired to focus on improving behavior and reducing negative discipline events, while promoting prosocial behaviors. Small group social skills training will be provided to individuals with common needs. Positive Behavior Interventions & Supports (PBIS) will be strengthened in the upcoming year to support positive behaviors and social emotional growth. Additionally, monthly character education-themed discussions will be provided by each classroom teacher. Teachers will embed the identified character themes throughout their daily instructional practices. The MTSS team will identify at-risk students who need more behavior support through targeted behavior interventions. Once students are identified, their behaviors will be monitored, and interventions will be adjusted based on data. In addition, mental health agencies are contracted to provide intensive counseling and supports to

individual students. A mentoring program, through My Brother's Keeper, has been established to foster positive relationships with students.

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

Local preschools, Head Start, VPK and local daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents. Parents are encouraged to bring their students to "Meet the Teacher" during pre-planning week and also participate in Open House. The "transition" from preschool to kindergarten begins with diagnostic evaluations. Students are given Florida Kindergarten Readiness Screener (FLKRS) to determine readiness for kindergarten skill development. The data is, then used to drive the instruction. School volunteers, including members of the Foster Grandparents, assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention to students who are experiencing transitional difficulties. Each Spring, fifth grade students transitioning from Rock Lake tour the middle school they will be attending. Focused evaluation of each student's progress is communicated to the middle school in order to place each student in the appropriate courses. Ongoing parental involvement is encouraged to enhance the transition for the outgoing cohort of students.

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.

Teachers are implementing the core curriculum with fidelity. Identified students are placed in their intervention group, based on school-wide diagnostic assessment data. W As teachers complete the problem solving request forms; the MTSS Coach will forward the information to the Child Study Team (CST) to determine each individual student's needs. Meetings with the teacher and most appropriate CST members are scheduled to determine why the problem exists through data analysis, identifying specific skill area deficits then implement a plan of action. The action plan is implemented and monitored through CST progress monitoring for approximately 4-6 weeks or 3 data points. If success continues to be minimal, teachers will then complete the intervention analysis form to schedule a meeting to assess prior interventions and intensify the help needed to meet the needs of the student.

At the beginning of the school year, Rock Lake Elementary holds its Title l Annual Meeting. We provide opportunities for parents to become more involved in their child's academic progress by holding Report Card Nights each semester as well as parent conferences on an "as needed" basis. We encourage parents to become ADDition volunteers and welcome them into our school family.

At Rock Lake, we supply food to our neediest families: 1) The Love Pantry, supported by the Christian Service Center (food staples and resources to parents); 2) Each Friday, every identified child who has parent permission, will take home a variety of nonperishable food items, purchased largely through Second Harvest Food Bank. We also provide a clothing closet to supply socks, underwear, T-shirts, hats and gloves as well as "gently worn" tops and pants to students in need.

The Foster Grandparents organization is actively participating at Rock Lake Elementary School in grades kindergarten and first. Rock Lake currently has 8 Foster Grandparents.

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

At Rock Lake, an intense focus on science and math has been initiated. It helps our students understand the nuances and complexity of scientific investigations, engineering challenges, content connection videos, claim-evidence-reasoning assessments, and more. In addition, Rock Lake has enhanced its digital focus by integrating new hardware and software. With immediate access to online curriculum programs, students are exposed to increased text and other applications. Students also have the opportunity to participate in the Teach-In Program, where business partners and other community stakeholders present information about their careers and their career path in order to provide the students with a future college and career orientation.

Part V: Budget

Total:	**$174,850.00**