

Orange County Public Schools

# Spring Lake Elementary



2018-19 Schoolwide Improvement Plan

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## Spring Lake Elementary

1105 SARAH LEE LN, Ocoee, FL 34761

<https://springlakees.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

### School Grades History

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

### 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
Harrelson, Patty	Principal
Pierce, Kim	Instructional Coach
Reyes, Mabel	Instructional Coach
Huntzinger, Stacy	Instructional Coach
Moody, Laura	Instructional Coach
Mott, Rachel	Instructional Coach

#### Duties

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

Patty Harrelson- Instructional Leader and Coach. Duties include budgeting resources and recruiting and retaining highly qualified personnel to maximize student achievement. Patty sets the vision for our instructional framework, and works closely with teachers and coaches to ensure that our instruction is standards-based, rigorous, differentiated and engaging. She is a part of all common planning, leads our data meetings, and is in classrooms monitoring instruction daily.

Kim Pierce- Curriculum Resource. Kim is the K-1 Math instructional coach. She also is our assessment coordinator, and oversees our online curriculum instruction as well.

Mabel Reyes is our Curriculum Compliance Teacher. She ensures that our ELLs have access to the curriculum and support needed to be successful. She works with them in small groups as well.

Stacy Huntzinger is our MTSS coach. She works with our most intensive students, and helps our teachers graph data after trying interventions.

Laura Moody is our math and science coach. She works collaboratively with our teachers during math and science planning. She also monitors instruction and gives feedback to teachers, coaching them when necessary.

Rachel Mott is our ELA coach. She works collaboratively with our teachers during ELA planning. She also monitors instruction and gives feedback to teachers, coaching them when necessary.

**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	9	12	20	13	13	13	0	0	0	0	0	0	0	80
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	10	20	12	13	9	27	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	23	39	49	0	0	0	0	0	0	0	111

**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	3	5	4	12	14	24	0	0	0	0	0	0	0	62

**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	1	4	5	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**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	9	5	6	8	12	7	0	0	0	0	0	0	0	47
One or more suspensions	5	2	4	2	8	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	25	36	26	43	31	33	0	0	0	0	0	0	0	194
Level 1 on statewide assessment	0	0	0	38	51	39	0	0	0	0	0	0	0	128

**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	3	4	3	32	34	24	0	0	0	0	0	0	0	100

**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	9	5	6	8	12	7	0	0	0	0	0	0	0	47
One or more suspensions	5	2	4	2	8	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	25	36	26	43	31	33	0	0	0	0	0	0	0	194
Level 1 on statewide assessment	0	0	0	38	51	39	0	0	0	0	0	0	0	128

**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	3	4	3	32	34	24	0	0	0	0	0	0	0	100

**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?**

Our lowest data component was ELA Lowest 25% this year. This was a drop from last year for this subgroup. We saw the same result last year in math. Our lowest 25% have shown a trend of low performance over the past 3 years.

**Which data component showed the greatest decline from prior year?**

ELA lowest 25% showed the greatest decline.

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

ELA high achievement and ELA lowest 25% were our biggest gaps (-5%). Our ELL subgroups showed wide gaps as well.

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

Math high achieving showed a large gain, with a 10% increase over last year. Our math learning gains also showed high gains, up 16% over last year. This has been an upward trend for the last 3 years.

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

A qualified and experienced math coach was hired to work with teachers on deconstructing standards, and aligning instructional tasks to the standards. We also added Saturday school weekly, and increased after-school tutoring. In addition, computer-based instructional software that was targeted to students needs was utilized with fidelity. (I-Ready). Small group instruction was added for our lowest 25% and ESE students, in addition to core 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	51%	56%	56%	42%	53%	52%
ELA Learning Gains	52%	55%	55%	42%	52%	52%
ELA Lowest 25th Percentile	43%	48%	48%	28%	42%	46%
Math Achievement	61%	63%	62%	41%	56%	58%
Math Learning Gains	57%	57%	59%	45%	54%	58%
Math Lowest 25th Percentile	51%	46%	47%	33%	41%	46%
Science Achievement	51%	55%	55%	46%	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	9 (9)	12 (5)	20 (6)	13 (8)	13 (12)	13 (7)	80 (47)
One or more suspensions	0 (5)	1 (2)	0 (4)	0 (2)	1 (8)	0 (4)	2 (25)
Course failure in ELA or Math	10 (25)	20 (36)	12 (26)	13 (43)	9 (31)	27 (33)	91 (194)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (38)	39 (51)	49 (39)	111 (128)

**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	57%	57%	0%	58%	-1%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	51%	54%	-3%	56%	-5%
	2017	37%	57%	-20%	56%	-19%
Same Grade Comparison		14%				
Cohort Comparison		-6%				
05	2018	34%	55%	-21%	55%	-21%
	2017	44%	51%	-7%	53%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	61%	11%	62%	10%
	2017	64%	63%	1%	62%	2%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	57%	62%	-5%	62%	-5%
	2017	40%	64%	-24%	64%	-24%
Same Grade Comparison		17%				
Cohort Comparison		-7%				
05	2018	40%	59%	-19%	61%	-21%
	2017	42%	56%	-14%	57%	-15%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

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	9	25	31	17	25	25					
ELL	30	44	48	46	58	63	14				
BLK	60			50							
HSP	41	46	42	53	55	56	44				
WHT	65	58	45	73	59	31	67				
FRL	50	51	46	62	58	49	48				

  

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	5	43	55	18	36						
ELL	28	37	36	39	49	41	20				
HSP	40	44	38	45	53	39	45				
WHT	61	54	60	61	54	42	66				
FRL	48	48	45	51	55	42	54				

### **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	
<b>Title</b>	ELA learning gains
<b>Rationale</b>	Our ELA learning gains continue to be below the state average. Our lowest 25% in particular continue to struggle. There is also a gap between our Hispanic/ ELL subgroups, and our white students. We need to close this gap.
<b>Intended Outcome</b>	By increasing the rigor of standards-based instruction, and further developing student knowledge and use of close reading strategies, ELA high achievement will increase from 52% to 60%. By increasing student engagement, we expect to see ELA learning gains increase from 53% to 65%. With increased teacher expertise on our ELL scaffolds and support, we expect to see our lowest 25% gains increase from 43% to 60%. We also expect to see the gap between our Hispanic and ELL subgroup and our white students narrow as a result of our lowest 25% learning gains.
<b>Point Person</b>	Rachel Mott (rachel.mott@ocps.net)
Action Step	
<b>Description</b>	Highly qualified and reading endorsed Reading Specialist will guide teachers through common planning. All lessons will be rigorous and standards-aligned. A team with representatives from each grade level will be our trained experts on our District PLC initiatives, to include close reading strategies, and the effective use of text-dependent questions and rigorous collaboration and discussion. Our Principal is our DPLC Facilitator, and as such will train our team monthly on this content. The team will then share and train our staff in monthly Faculty PD sessions. These team members will be ambassadors for infusing these strategies into our lesson plans and open their classrooms as demonstration classrooms for open practice. Close reading strategies will be explicitly taught and modeled for students and embedded in our units. Teams will also write quality and rigorous text-dependent questions for rigorous texts in each unit. Strategies for how to respond to text-dependent questions will be taught and modeled as well. Scaffolds and supports will be in place for our fragile and ELL learners. Our gifted students will be clustered with gifted endorsed teachers and provided more rigorous and challenging work. Lli, A comprehensive, researched-based intervention program will be utilized with our Tier 2 and 3 students. I-ready reading instructional software will be used 45 minutes per week, with monitoring of student pass rates, and intervention for low and non-mastered strands. After-school and Saturday tutoring will be provided for all students. Enrichment after-school clubs will be continued for our highest 25%. Data will be consistently analyzed during data meetings, and plans will be in place for reteaching and reassessment.
<b>Person Responsible</b>	Patty Harrelson (patty.harrelson@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Classroom walkthroughs with feedback ongoing. Data meetings with special attention given to our lowest subgroups, as well as our highest. I-Ready data, as well as CRM data will be monitored. Accelerated reader reports will be monitored as well. Our intervention program has an online data component that will be monitored as well.
<b>Person Responsible</b>	Patty Harrelson (patty.harrelson@ocps.net)

## Activity #2

**Title** Science

**Rationale** Our science is currently 4% below the state average, and high achievement had a 1% decrease this year.

**Intended Outcome** Our intended outcome is for at least 60% of our fifth graders to be high achieving in the area of science.

**Point Person** Laura Moody (laura.moody@ocps.net)

### Action Step

**Description** Our students will receive rigorous, inquiry-based science instruction at least 3 times per week by their classroom teacher. Supplemental lab times will be provided by our science coaches as well. Saturday school will provide opportunities for hands-on labs. After-school science clubs will be a part of our program as well. We will implement Science hands-on cumulative review of all labs the month before our Science test as well. We will prepare for and participate in at least one STEM competition this year.

**Person Responsible** Patty Harrelson (patty.harrelson@ocps.net)

### Plan to Monitor Effectiveness

**Description** Science PMA data will be analyzed, as well as benchmark test. Classroom walkthroughs with actionable feedback will be provided at least biweekly and common assessments will be monitored as well.

**Person Responsible** Patty Harrelson (patty.harrelson@ocps.net)

<b>Activity #3</b>	
<b>Title</b>	Cultural Responsiveness
<b>Rationale</b>	The demographics of our school have changed quite a bit over the past few years, and the staff has remained the same. There is a need to update some of our practices, and look at things through the lens of our other cultures as well. There are some implicit biases that need to be addressed, which would allow us to build better relationships with all of our parents and community. This will in turn benefit our students.
<b>Intended Outcome</b>	As a result of the implementation of our Culturally Responsive Plan, we expect to see parent engagement increase by at least 30%, as evidenced by attendance at our school-wide events, and our monthly Spring Lake Parent University. We expect to decrease our students with less than 90% attendance by 20% as well, due to better communication, relationships built, and higher student engagement.
<b>Point Person</b>	Patty Harrelson (patty.harrelson@ocps.net)
<b>Action Step</b>	
<b>Description</b>	We plan to engage our staff in several culturally responsive activities with their teams, which are designed to reveal cultural biases, both explicit and implicit. We have instituted a Culture and Climate committee this year, and will be working to bring new initiatives to our school that will be more inclusive of all of our cultures. We have a Cohort on this team that have been studying books by Ron Clark and his faculty, and a field trip to RCA is planned for November. We will be sharing best practices from our study and implementing during pre-planning and throughout the year. We hope to increase our student engagement with our efforts to make learning magical and engaging for all students.
<b>Person Responsible</b>	Patty Harrelson (patty.harrelson@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	We will use sign-in sheets to monitor parent attendance at our school-wide and parent events. We will also monitor our parent surveys for feedback on the effectiveness of our programs.
<b>Person Responsible</b>	Patty Harrelson (patty.harrelson@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.**

We have a dedicated Parent Engagement Liaison that reaches out to and supports our parents on a daily basis. She is bilingual, which is an asset to our community. Monthly parent engagement activities will be held, with an emphasis on a link to learning, and with an emphasis on appealing to all cultures. Our teachers will be doing home visits throughout the year as well. Two report card conference nights will be held for parents as well.

## 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 provides outsource support for students who have concerns or issues that need to be addressed. A social worker is on site weekly to provide assistance for our students. When concerns or issues arise for a student the social worker or counselor are contacted and then they provide services or resources to address the issue. They are supportive of our students and are proactive in resolving issues. T

This year, we have added a full-time Guidance Counselor. This role is to support the social-emotional needs of our students, and to support them in the education environment,

A mentor program matches students in need with adult staff volunteers. These mentors have a check-in system and look for weekly opportunities to build rapport and counsel their mentees.

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

Kindergarten students and new Spring Lake students are given tours to acclimate them to their new learning environment. Our CRT gives new students a tour and speaks to them about the expectations of our school.

Fifth grade students have the opportunity to be Patrol Leaders and they help students who need assistance - services in the cafeteria for breakfast, arrival and dismissal assistance, and hallway duties.

Students are assigned a fellow classmate which helps them adjust to the rules and procedures of Spring Lake.

Kindergarten students are given a paraprofessional to guide them on how to travel throughout the building and how to function in the classroom and cafeteria.

Resource teachers and paraprofessionals also work with the Kindergarten students teaching them arrival and dismissal procedures.

Fifth grade students attend orientation at Ocoee Middle School and tour the facility. This orientation provides them with important details on the procedures and protocols at Ocoee Middle School.

Students are provided with Identification Cards and are informed of electives available to them as 6th grade students.

Classes are departmentalized to give Fifth grade students a chance to switch classes, and experience more than one teacher, in preparation for middle school.

Students are taught to use interactive notebooks to organize their response to learning, and their notes during lessons.

When new fourth graders come to Spring Lake, they are inducted into one of our Fourth Grade Houses. This gives them an immediate sense of belonging, and a family in addition to their homeroom.

We have a new family social once per nine weeks, so that our students that are new and their families can meet others at the school.

We have established our Spring Lake Parent University to help our parents become familiar with our Spring Lake practices, and the programs that their students will use to enhance their learning. We also offer Rosetta Stone for our non-english speaking parents.

**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 will meet on a weekly basis to discuss the academic and behavioral progress of students. The Leadership Team will provide support for teachers in order for students to achieve and for teachers to be successful and confident.

Principal will conduct monthly data meetings with each team, where data points and progress monitoring will be discussed. Technology resources providing data (I-Ready, AR, STAR, and Imagine Learning) will also guide instructional support to students.

The Leadership Team and classroom teachers will identify students who are at risk for not meeting grade level expectations. After identifying at-risk students in data meetings teachers will meet individually with the MTSS team to define the problem, analyze the data, develop a student action plan, implement the intervention, and monitor student progress. The team will reconvene in 4-6 weeks to evaluate the effectiveness of the Student Action Plan.

Content Coaches meet 3x per week with teachers in common planning. CRMs are tweaked and implementation, assessing, monitoring, and reteaching is discussed.

Title I - Funds are used to hire instructional support teachers. Additionally, funds are used for supplemental intervention materials, parent involvement activities, intensive tutoring and professional development.

SAI funds - These will be utilized for supplemental reading resources and to provide intensive Tier 3 support.

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

Spring Lake has College Days where students wear college shirts and if the opportunity is available, we have students from high schools to discuss their opportunity of going to a college. Teach In informs students of the opportunities to have a career and the education needed to obtain the career position. The label on the classroom door of a teacher has their name and logo of the college the teacher attended to obtain their different degrees. We have also coordinated with our feeder middle and high school to do a senior "walkout" this year. Seniors from our local high school will walk through our halls in cap and gown, with our students cheering them on. This will help students see that their graduation is the desired end result for them.

**Part V: Budget**

<b>Total:</b>	<b>\$155,800.00</b>
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