

Orange County Public Schools

William Frangus Elementary



2018-19 Schoolwide Improvement Plan

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William Frangus Elementary

380 KILLINGTON WAY, Orlando, FL 32835

<https://franguses.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 KG-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	90%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 1/22/2019.

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
Britton, DeCheryl	Principal
Stribling, Joy	Assistant Principal
Webster, Arlene	Instructional Coach
Davis, Felicia	Instructional Coach
Hulcher, Liana	Instructional Coach
Huether, Alexis	Instructional Coach

Duties

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

> Mrs. DeCheryl Britton is the school principal and oversees the daily operations of William Frangus Elementary. She oversees curriculum with fidelity of resources and proper implementation, site facilities, hiring and sustaining of highly qualified teachers, leads SAC meetings, monitors SIP and professional development, builds professional capacity within the extended leadership team, and provides routine updates to community and staff in regards to district-wide initiatives and requirements.

> Ms. Joy Stribling is the Assistant Principal who oversees the daily operations of Williams Frangus Elementary and assists with implementation of classroom instruction. This entails but is not limited to facilities, implementation and monitoring of SIP, professional development, monthly egress drills, and primary curriculum and instruction in the classroom.

> Mrs. Liana Hulcher is the Staffing Specialist and Curriculum Compliance Teacher. She identifies, monitors and staffs students based upon their needs for both MTSS and exceptional education services. Mrs. Hulcher assists the assistant principal with the VE/ASD implementation. She oversees the parent leadership council and monitors and maintains ELL compliance.

> Ms. Alexis Huether is the instructional coach who provides ELA and Math support in the classroom with grades K-2. . She provides school-wide professional development and modeling of standards-based ELA and Math lessons in the classrooms.

> Mrs. Arlene Webster is the 3rd-5th grade ELA Coach. She also works with 4th and 5th grade

writing. Mrs. Webster is the beginning teacher coordinator to support and monitor new teacher retention at Frangus Elementary School. She also provides professional development, and models standards based lessons in the classroom. Mrs. Webster is the Florida Standards Assessment Coordinator.

> Mrs. Felicia Davis is the 3rd -5th Math Coach and K-5th Science Coach. She analyzes common math and science assessment data and participates in professional learning communities. She also provides professional development, and models standards-based lessons in the classroom.

> Ms. Janelle Brooks is the school Guidance Counselor and the K-5 MTSS Coordinator. She ensures that the social-emotional wellbeing of all students are taken into account when addressing academic and behavioral needs.

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	15	11	14	8	10	13	0	0	0	0	0	0	0	71
One or more suspensions	1	0	2	2	9	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	4	8	4	0	2	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	32	38	28	0	0	0	0	0	0	0	98

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	2	1	10	12	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	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	4	1	1	0	0	0	0	0	0	0	6

Date this data was collected

Thursday 7/26/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	13	13	14	14	21	0	0	0	0	0	0	0	90
One or more suspensions	0	1	1	8	5	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	10	6	4	2	3	0	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	55	36	41	0	0	0	0	0	0	0	132

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	2	0	14	9	8	0	0	0	0	0	0	0	39

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	15	13	13	14	14	21	0	0	0	0	0	0	0	90
One or more suspensions	0	1	1	8	5	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	10	6	4	2	3	0	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	55	36	41	0	0	0	0	0	0	0	132

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	2	0	14	9	8	0	0	0	0	0	0	0	39

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?

As identified on the FSA 2018 assessment, ELA bottom 25%, Math bottom 25% and Math learning gains performed the lowest. This is not a trend.

Which data component showed the greatest decline from prior year?

The greatest decline was with the bottom 25% in ELA based on the FSA 2018 and 2017 data. In 2017, 71% of the bottom 25% made learning gains and in 2018, 45% made learning gains. This is a 26% decrease from 2017 to 2018.

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

The Science assessment data had the biggest gap when compared to the state average. On the 2018 assessment, 41% of the 5th graders were proficient compared to the state having 55% of the 5th graders proficient on the Next Generation Sunshine State Standards.

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

Science Achievement showed the most improvement when compared to the previous year. Where Frangus showed an increase of seven points from 34% proficient in 2017 to 41% proficient in 2018. This is not a trend because the percent proficient has undulated the past three years.

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

Actions that led to improvement in the area of Science Achievement include having a science coach routinely plan comprehensive standards-based science lessons with teachers. These plans supported the standard and were coupled with hands-on experiments to scaffold student learning and deepen their understanding of scientific concepts. Science Saturday enrichment also played a vital part in the academic success.

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	44%	56%	56%	45%	53%	52%
ELA Learning Gains	57%	55%	55%	45%	52%	52%
ELA Lowest 25th Percentile	45%	48%	48%	34%	42%	46%
Math Achievement	50%	63%	62%	53%	56%	58%
Math Learning Gains	51%	57%	59%	47%	54%	58%
Math Lowest 25th Percentile	37%	46%	47%	26%	41%	46%
Science Achievement	41%	55%	55%	39%	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	15 (15)	11 (13)	14 (13)	8 (14)	10 (14)	13 (21)	71 (90)
One or more suspensions	1 (0)	0 (1)	2 (1)	2 (8)	9 (5)	7 (6)	21 (21)
Course failure in ELA or Math	4 (10)	8 (6)	4 (4)	0 (2)	2 (3)	0 (0)	18 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (55)	38 (36)	28 (41)	98 (132)

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	38%	55%	-17%	57%	-19%
	2017	38%	57%	-19%	58%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	44%	54%	-10%	56%	-12%
	2017	39%	57%	-18%	56%	-17%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2018	43%	55%	-12%	55%	-12%
	2017	40%	51%	-11%	53%	-13%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	61%	-15%	62%	-16%
	2017	45%	63%	-18%	62%	-17%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	48%	62%	-14%	62%	-14%
	2017	51%	64%	-13%	64%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
05	2018	47%	59%	-12%	61%	-14%
	2017	58%	56%	2%	57%	1%
Same Grade Comparison		-11%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	53%	-14%	55%	-16%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	38	33	37	45	38	27				
ELL	26	40		44	40						

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
BLK	41	57	47	45	48	44	37				
HSP	41	38	27	59	39	9	36				
WHT	58	77		52	65						
FRL	45	56	41	48	46	37	38				
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	16	50	73	30	45	33	13				
ELL	28	57	67	49	70	50	13				
BLK	35	58	71	48	65	55	28				
HSP	41	63		62	73		52				
WHT	58	50		54	68		23				
FRL	41	58	71	53	69	53	34				

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	Increase sub-group academic performance in Reading and Math by 3% on common assessments and FSA 2019 scale score based on FSA 2018 scale score data. [Division Priority - Narrow Achievement Gaps]
Rationale	For the 2018-19 school year, there will be a MAO tutor in either math or reading in grades 2nd -5th with the objective of pre-teaching the upcoming standard(s) twice a week after-school. In addition a focus will be on ensuring that culturally represented text for instruction, books to check out in media center and activities/events for students and parents are culturally influenced to collectively close the achievement gap.
Intended Outcome	<ul style="list-style-type: none"> -Narrowing of the achievement gap of disproportionality in target initiative. -Elimination of duplication of target efforts. -Increased collaboration between school and MAO. -Providing students with a comfortability level to connect with the instruction. -Allowing staff members to be conscientiously aware of their clientele in which they are instructing. -Students and parents have a sense of community and pride which will impact school to home relationships and increase and increase student productivity.
Point Person	Joy Stribling (joy.stribling@ocps.net)
Action Step	
Description	<ul style="list-style-type: none"> -An administrative lead will be selected to oversee and monitor Minority Achievement Office (MAO) initiatives. -The MAO Lead will organize monthly progress monitoring meetings and produce quarterly reviews. -The MAO Lead will provide actionable feedback along with bi-monthly updates to the principal. -The MAO Lead will ensure initiatives are fulfilled and deadlines are met. -Best Practices for Inclusive Education (BPIE) indicators and results for the school will be shared with the staff. -Grade level coaches along with teachers will develop culturally responsive lesson plans. -The Parent Engagement Liaison (PEL), selected staff and the administrative team will recognize and celebrate diversity during the school day and at family nights.
Person Responsible	Joy Stribling (joy.stribling@ocps.net)
Plan to Monitor Effectiveness	
Description	The administrative lead will meet with teams, and provide newsletters to the staff in an effort to support seamless communication of the MAO initiatives. The lead will implement authentic discussions with staff-members and provide presentations at staff/faculty meetings. The lead will relay the importance of embedding the MAO initiative into the daily routines and weekly lessons.
Person Responsible	Joy Stribling (joy.stribling@ocps.net)

Activity #2	
Title	Teachers will use collaborative lesson planning to focus on Standards-based instruction and implement close reading strategies through the District Professional Learning Community to improve teacher proficiency and student achievement.
Rationale	There was a decrease in learning gains scores for all students and the lowest 25% in ELA and Math. By participating in collaborative lesson planning and focusing on implementing close reading strategies, teachers will plan for more rigorous ELA and Math lessons. Together, teachers will be able to use strategies learned at DPLC, such as using text dependent questions, to ensure students are making gains in ELA and Math.
Intended Outcome	By Collaboratively planning and implementing strategies learned at the DPLC, the intended outcome is making learning gains in all grade levels in ELA and Math for the 2018-2019 school year. [Division Priority - Accelerate Student Performance]
Point Person	DeCheryl Britton (decheryl.britton@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1). Provide an overview of the common planning process. 2). Add members to the DPLC team. 3). DPLC team will provide an overview of year one to new teachers. 4). DPLC team will provide a review of year one to returning teachers. 5). Based on classroom walkthroughs, iObservation data, and professional expertise teachers will be placed in professional support tiers with implementation of DPLC strategies. 6). Coaches will model ELA and Math lessons during the instructional block. 7). Teachers will participate in peer observations. 8). DPLC will continue to provide Professional Development. 9). Conduct walkthroughs focusing on DPLC strategies and standards-based instruction. 10). Coaches will provide updates on common planning progress at leadership team meetings and provide ongoing, differentiated support.
Person Responsible	DeCheryl Britton (decheryl.britton@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1). Walkthroughs and actionable feedback will be provided. 2). Teachers will utilize peer observation forms when performing peer observations. 3). Analyze formative assessment data. 4). Analyze walkthrough data. 5). Analyze iObservation data.
Person Responsible	DeCheryl Britton (decheryl.britton@ocps.net)

Activity #3	
Title	Closing the Achievement Gap for the Bottom 25% in ELA and Math is one the highest priority needs based on school data sources. [Division Priority - Narrow Achievement Gaps]
Rationale	By closing the Achievement Gap for the bottom 25% in ELA and Math, student learning gains should increase.
Intended Outcome	Increased learning gains within the bottom 25% in ELA and Math. [Division Priority - Narrow Achievement Gaps]
Point Person	DeCheryl Britton (decheryl.britton@ocps.net)
Action Step	
Description	<ul style="list-style-type: none">-Seating proximity and grouping through Kagan Structures.- Utilization of academic notebooks with fidelity and ongoing teacher feedback.- Parent Involvement with Parent Engagement Liaison assistance.- Minority Achievement Office Initiatives in grades 2-5 in ELA or Math after school.- After School Tutoring and Saturday Enrichment Tutoring.
Person Responsible	DeCheryl Britton (decheryl.britton@ocps.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none">- Weekly monitoring of subgroup data. (iReady, common assessments, participation)- Accountability by students for tracking academic progress utilizing data notebooks with fidelity with teacher feedback.- Admin/Teacher Data Chats (Sept./Nov./Jan./March).
Person Responsible	DeCheryl Britton (decheryl.britton@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.

Frangus Elementary is a Title 1 school and has completed the Parental Involvement Plan.

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.

William Frangus Elementary has a variety of techniques to support the social emotional well-being of all students. The school Guidance Counselor provides small groups and one on one as needed to address students needs. Our Behavior Specialist leads various social-emotional groups providing counseling and mentoring on a routine basis. Social-emotional groups are beneficial as they promote self esteem,

conflict resolution, anxiety relief, communication techniques, acceptance and overall well-being.

As an additional resource, William Frangus works jointly with SEDNET counseling agencies to support identified students on campus. The campus based support aides in counseling by meeting with small groups of students to address social skills, anger management, etc. The school guidance counselor will monitor students' social-emotional wellbeing during stressful situations.

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

The Staffing Specialist works closely with the feeder Pre-K VE schools to ensure a successful and seamless

transition to Frangus Elementary.

Representatives from the guidance department and administration from our feeder middle schools, Gotha and Robinswood Middle, work with 5th grade teachers to collaboratively plan visits to our school to inform 5th graders of transitioning information, develop student schedules and conduct off campus tours of the middle school. Students are provided an opportunity to speak with the guidance counselor at both schools to hear forthcoming expectations.

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.

-Once a teacher identifies a student as in need of intervention, she/he provide intervention within the core curriculum (Tier 1).

-Tier II intervention is designed to improve student performance with Tier I performance expectations. Instruction focuses on specific skills that pose a barrier to the acceleration of student learning. Tier III Intervention is the most intensive and frequent. It is noted when students are in Tier III, their Tier II intervention was not sufficient as indicated on progress monitoring identified through formative and summative assessments.

-Tier III intervention strategies include, but are not limited to, additional support time provided by a Resource Teacher or ESE Resource Teacher. Interventions indicate additional structured time is designated to specifically support students' individual academic learning needs. Each intervention is built upon collectively to ensure all academic gaps are addressed and monitored to ensure continued academic progression. Throughout the MTSS process, parents are kept informed of their student's progress or lack thereof. Parents are an integral part of the MTSS process

-Quarterly school-wide attendance will be monitored and tracked by the Assistant Principal and Registrar. Suspensions will be monitored quarterly by administration.

-Title 1 funds are used to hire support teachers. Funds are used to supplement intervention materials, parent engagement activities and professional development.

-The Migrant Liaison provides services and support to students and parents. The Staffing Coordinator and the Parent Engagement Liaison will coordinate all migrant activities to support cultural diversity.

-Grade level coaches along with teachers will develop culturally responsive lessons plans.

-Orange County receives funds to support the Educational Alternative Outreach program. Services are

coordinated with the district Dropout Prevention Program.

-Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrant and English Language Learners.

-The MVP and Guidance Counselor assists families in need. The school nurse provides basic resources and care to students who enter the clinic.

-SAI funds are utilized to purchase research based curriculum for after-school tutoring.

-School Improvement and funds from the Minority Achievement Office help to fund after school tutoring for math for select 2nd-5th grade students.

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

William Frangus Elementary implements several strategies to advance college and career awareness. All faculty members display their college or university alma mater in their classrooms in addition to faculty and students wearing collegiate paraphernalia every Wednesday. Fifth-grade students also have an opportunity to visit the feeder pattern middle school to gain knowledge of sixth-grade expectations and extra curricular activities.

Part V: Budget

Total:

\$4,720.00