

Orange County Public Schools

Washington Shores Elementary



2019-20 Schoolwide Improvement Plan

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Washington Shores Elementary

944 W LAKE MANN DR, Orlando, FL 32805

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

Demographics

Principal: Myrlene Jackson Kimble

Start Date for this Principal: 7/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (46%) 2016-17: C (50%) 2015-16: C (42%) 2014-15: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	98%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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	Job Duties and Responsibilities
Stephens, Nate	Principal	<p>Principal Dr. Nate Stephens: Provides vision for the school to ensure high academic achievement is attained for all students. He implements and evaluates programs within our school to ensure that the achievement gap is closing among subgroups. As an administrator, he performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. He holds weekly Professional Learning Community meetings at each grade with the instructional team members and the support coaches to discuss the intensity of standards-based instruction, Tier 1 and Tier 2 interventions along with enrichment lessons for students who are working above grade level. All discussions are focused and targeted on increasing student achievement through a growth mindset. Dr. Stephens coordinates the operation and management of all school activity functions, community relations, school budget and internal account management to enforce district policies. He participates in the School Advisory Council (SAC) and Parent Teacher Organization (PTO). Dr. Stephens is an active member of the Jones High School consortium where discussions are held with other administrators to assist with meeting district goals.</p>
Cieciwa-lott, Rebecca	Instructional Coach	<p>Mrs. Lott, Instructional Coach: Supports the K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine Science State Standards. She progress monitors grade level science content, oversees that appropriate science strategies are being implemented in classrooms as well as monitoring the assessments to ensure that the data reflects improved student learning. Mrs. Lott assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement. Additionally, Mrs. Lott provides guidance for curriculum and instruction and strategies for infusing Science in other content areas such as ELA and Math. Mrs. Lott is a member of the admin team who supports the Positive Behavior Support Program (PBS). She assists the CRT/Instructional Coach with professional development and participates on the School Advisory Council and PTO.</p>
Williams, Shacaree	Other	<p>Mrs. Williams, Staffing Specialist: Mrs. Williams is responsible for maintaining all compliance and district required documentation for ESE and ELL students. She coordinates with teachers to ensure all exceptional education students are meeting their IEP goals. She also ensure that students with 504's are receiving their accommodations and our ELL students are receiving accommodations mandated by the Meta Consent Decree. Mrs. Williams plans and facilitates 504 and English Language Learners (ELL) meetings, and coordinates referrals and testing schedules for the Social Worker/School Psychologist. Additionally, she assists the CRT/Instructional Coach with standardized testing to ensure proper modifications and accommodations are provided for students with disabilities and English Language Learners. She assists general education teachers in developing behavior strategies/plans to work with potential exceptional education students, or students with general behavior problems using the</p>

Name	Title	Job Duties and Responsibilities
		<p>Multi-Tiered Systems of Support (MTSS) process. Mrs. Williams is the Testing Coordinator for the ACCESS instrument and serves as the Parental Involvement Coordinator. She also oversees the implementation of the Parental Involvement Plan, participates in SAC and PTO, and assists the registrar with Full Time Equivalency (FTE) when the survey windows are opened.</p>
<p>Ellis, Jasmine</p>	<p>Instructional Coach</p>	<p>Jasmine Ellis, Instructional Coach: Supports teachers by providing research-based intervention strategies and instruction programs. Mrs. Ellis models lessons for teachers and provides guidance at Professional Learning Community meetings to ensure appropriate interventions and strategies are being utilized based on student needs. She participates in common planning, coordinates curriculum planning and implementation of curriculum initiatives, and provides professional development. Mrs. Ellis monitors the implementation of interventions and strategies during data chats, conducts classroom walkthroughs and attends team data meetings. Mrs. Ellis oversees the K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine State Standards, plans and implements a school-wide professional learning schedule in accordance with the School Improvement Plan and teacher needs. Mrs. Ellis facilitates the TOPS program, Teachers Offering Professional Support, to induct new teachers into the school culture. She assists with implementation of Marzano Instructional Practices and provides actionable feedback to teachers to promote student learning. She provides support as an instructional coach, conducts inventory and ordering of all curriculum materials. Mrs. Ellis oversees the promotion and retention process, all documentation regarding curriculum programs, and participates in the completion of the School Improvement Plan. Mrs. Ellis also assists with printing weekly curriculum reports and is an active participant in SAC and PTO.</p>
<p>Murray, Scheryll</p>	<p>Instructional Coach</p>	<p>Mrs. Murray, Math Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards. She facilitates school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, conducts curriculum materials inventory, and coordinates mathematics programs and initiatives. Mrs. Murray assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement. Mrs. Murray conducts professional development and serves as the Title I coordinator. Additionally, Mrs. Murray infuses strategies for curriculum and instruction in other content areas such as ELA and Science. She is a member of the admin team who supports the Positive Behavior Support program (PBS). Mrs. Murray also assists the admin team with the completion of School Improvement Plan, and assists with the hiring of new staff and placement of teachers as well as participates in SAC and PTO.</p>

Name	Title	Job Duties and Responsibilities
Harper, Monica	School Counselor	<p>Ms. Harper, Guidance Counselor: Ms. Harper establishes targeted groups which focus on specific student social-emotional needs. She manages the Love Pantry, coordinates Character Education programs, oversees the Attendance Child Study and Truancy meetings with the school registrar and social worker. Ms. Harper serves as the Partner in Education coordinator, as the McKinney-Veto coordinator to assist families and students in need. She oversees the Five Star School Award and submissions to the District office, and progress monitors students at Tier II and Tier III for academics and social behaviors. Additionally, Ms. Harper is an active participant in SAC and PTO.</p>
Jackson, Cheniqua	Instructional Coach	<p>Ms. Jackson, Reading Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as the ELA instructional coach and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Ms. Jackson conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. Ms. Jackson oversees and monitors the reading assessments and student data. She supports and monitors Professional Learning Communities for ELA, and coordinates the reading diagnostic assessment schedules. She also provides guidance for curriculum and instruction in other content areas such as Science and Math. She is a member of the admin team who utilizes the Positive Behavior Support Program to increase student academic achievement. Ms. Jackson also oversees the admin team with the completion of School Improvement Plan, and provides professional development regularly to build teacher capacity. Additionally, Ms. Jackson assists with hiring of new staff and placement of teachers, as well as participates in SAC and PTO.</p>
Nobles, Debra	Dean	<p>Ms. Nobles, Dean: Supports student supervision and school-wide discipline. She maintains appropriate records related to discipline referrals and supports the implementation of CHAMPS, which is the school-wide behavior initiative. Mrs. Nobles assists the general education teachers in developing positive behavior plans by implementing strategies that conform to CHAMPS expectations. To build positive relationships within the school and community, Ms. Nobles coordinates the annual May Day cultural event for our students, parents and families. Additionally, she is an active participant in SAC and PTO.</p>
Slaughter, Evangeline	Assistant Principal	<p>Ms. Slaughter, Assistant Principal: Assists the school principal with curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan. She observes and conducts staff evaluations and provides support to teachers. Ms. Slaughter oversees student discipline while maintaining records of all discipline referrals. She supervises students during the instructional day, while implementing and</p>

Name	Title	Job Duties and Responsibilities
		<p>supporting school-wide behavior initiatives. She monitors the progress of the lowest twenty-five percent of students using the MTSS process. Ms. Slaughter coordinates coaching support for teachers utilizing the leadership team and coordinates professional development for non-instructional staff. She oversees student awards and assemblies, after-school clubs, and the Summer Reading Camp. Ms. Slaughter is also an active participant in SAC and PTO.</p>
Bullard, Karen	Instructional Coach	<p>Ms. Bullard, Reading Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as the ELA instructional coach and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Ms. Bullard conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. Ms. Bullard oversees and monitors the reading assessments and student data. She supports and monitors Professional Learning Communities for ELA and coordinates the reading diagnostic assessment schedules. She also provides guidance for curriculum and instruction in other content areas such as Science and Math. She is a member of the admin team who utilizes the Positive Behavior Support Program to increase student academic achievement. Ms. Bullard provides professional development regularly to build teacher capacity. Additionally, Ms. Bullard is an active participant in SAC and PTO.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	33	58	62	66	76	88	0	0	0	0	0	0	0	383
Attendance below 90 percent	19	27	17	23	19	8	0	0	0	0	0	0	0	113
One or more suspensions	1	5	0	5	2	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	39	33	0	28	11	17	0	0	0	0	0	0	0	128
Level 1 on statewide assessment	0	0	0	43	45	34	0	0	0	0	0	0	0	122

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	15	0	29	14	16	0	0	0	0	0	0	0	85

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	10	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	5	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Friday 7/26/2019

Prior Year - 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	19	20	17	28	4	11	0	0	0	0	0	0	0	99
One or more suspensions	0	1	4	1	2	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	35	29	22	27	16	23	0	0	0	0	0	0	0	152
Level 1 on statewide assessment	0	0	0	60	22	31	0	0	0	0	0	0	0	113

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	14	6	10	35	12	22	0	0	0	0	0	0	0	99

Prior Year - 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	19	20	17	28	4	11	0	0	0	0	0	0	0	99
One or more suspensions	0	1	4	1	2	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	35	29	22	27	16	23	0	0	0	0	0	0	0	152
Level 1 on statewide assessment	0	0	0	60	22	31	0	0	0	0	0	0	0	113

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	14	6	10	35	12	22	0	0	0	0	0	0	0	99

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	57%	57%	32%	54%	55%
ELA Learning Gains	42%	58%	58%	49%	58%	57%
ELA Lowest 25th Percentile	52%	52%	53%	69%	53%	52%
Math Achievement	48%	63%	63%	47%	61%	61%
Math Learning Gains	51%	61%	62%	59%	64%	61%
Math Lowest 25th Percentile	43%	48%	51%	59%	54%	51%
Science Achievement	41%	56%	53%	34%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	33 (0)	58 (0)	62 (0)	66 (0)	76 (0)	88 (0)	383 (0)
Attendance below 90 percent	19 (19)	27 (20)	17 (17)	23 (28)	19 (4)	8 (11)	113 (99)
One or more suspensions	1 (0)	5 (1)	0 (4)	5 (1)	2 (2)	4 (3)	17 (11)
Course failure in ELA or Math	39 (35)	33 (29)	0 (22)	28 (27)	11 (16)	17 (23)	128 (152)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	43 (60)	45 (22)	34 (31)	122 (113)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	55%	-30%	58%	-33%
	2018	23%	55%	-32%	57%	-34%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	27%	57%	-30%	58%	-31%
	2018	37%	54%	-17%	56%	-19%
Same Grade Comparison		-10%				
Cohort Comparison		4%				
05	2019	31%	54%	-23%	56%	-25%
	2018	34%	55%	-21%	55%	-21%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	33%	61%	-28%	62%	-29%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	44%	63%	-19%	64%	-20%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		-9%				
Cohort Comparison		11%				
05	2019	38%	57%	-19%	60%	-22%
	2018	43%	59%	-16%	61%	-18%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	54%	-14%	53%	-13%
	2018	53%	53%	0%	55%	-2%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD		20	30	24	32						
ELL	35	42	45	42	48	36	45				
BLK	27	42	53	49	52	45	43				
HSP	35	47		35	40						
FRL	27	40	49	47	52	42	37				

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	5	43		27	36						
ELL	26	44		52	50						
BLK	31	50	55	46	53	39	56				
HSP	25	42		19	42						
FRL	30	48	50	43	49	30	52				

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	14	53		24	53						
ELL	41	48		59	67		40				
BLK	32	51	71	49	61	61	34				
HSP	33	30		27	27						
FRL	29	49	75	45	58	56	33				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 2019 FSA identified ELA achievement as our overall lowest content area. Our school performed at 29% proficiency for 2019, 31% proficiency for 2018, and 32% for 2017. Over the past three years, the ELA component has decreased. The contributing factor that led to these trends include the transition from one planning resource to another. Because the two resources were distinctly different, there was a learning curve for the teachers and the unintended side effect was lower capacity as it pertains to the new resource.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was reflected in our 2019 Science scores. The scores decreased by 14 percentage points from the previous school year. This result was unexpected as our students performed exceptionally well on every progress monitoring tool used throughout the year. A possible contributing factor for the academic decline in Science scores is the direct connection to reading comprehension.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap that occurred when comparing the school to the state average was that of ELA Achievement. The State scored 57% proficiency, while the school had a proficiency level of 29%, resulting in a difference of 28 percentage points. The contributing factor that led to these trends include the transition from one planning resource to another. Because the two resources were distinctly different, there was a learning curve for the teachers and the unintended side effect was lower capacity as it pertains to the new resource.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Math Lowest 25th Percentile data shows the most improvement (+7%). 43% of our students scored a Level 3 or above, compared to 36% in 2018. The actions that led to the increase were a result of strategic small group instruction to include previewing the content prior to the delivery of instruction. Additionally, several researched based strategies, that were acquired during professional development throughout the year, were implemented in each lesson.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reviewing the EWS data, 22% of the students have an attendance rate below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase attendance
2. ELA overall proficiency
3. Science overall proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Overall Proficiency
Rationale	The 2019 FSA data revealed a decrease in the performance of students in ELA Learning Gains. There was an 8% decrease in ELA Learning Gains on the FSA.
State the measurable outcome the school plans to achieve	By June 2020, we expect to see an increase of 20% in the performance of students making learning gains in the area of ELA as evidenced on the Florida Standards Assessment.
Person responsible for monitoring outcome	Nate Stephens (nathaniel.stephens@ocps.net)
Evidence-based Strategy	Teachers will use collaborative lesson planning to focus on standards based instruction and implement close reading strategies through the district professional learning community model to improve instructional practices and increase student achievement.
Rationale for Evidence-based Strategy	By teachers participating in collaborative lesson planning, they will have opportunities to learn and practice close reading strategies such as; pulling complex texts, developing higher order thinking questions, and modeling and discussing how to use the strategies in lessons. This area of focus can lead to students making learning gains in ELA. Students generate inferences and elaborate to provide evidence that demonstrates understanding of learned content. Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will plan collaboratively for and implement standards-based instruction, close reading strategies and culturally relevant instruction. 2. Continue with systematic structures when conducting collaborative learning walks focusing on close reading strategies, and higher order questioning and standards-based instruction. 3. The leadership team will conduct regular monitoring of lesson plans with feedback. 4. Implement an acceleration program that targets deficiencies in vocabulary for all students. 5. Administration will monitor teachers instruction for fidelity in the implementation of reading strategies and standards based instruction.
Person Responsible	Cheniqua Jackson (cheniqua.jackson@ocps.net)

#2	
Title	Increase Science Achievement
Rationale	The 2019 NGSSS assessment data revealed a 14% decrease in the number of students scoring Level 3 or above for science achievement.
State the measurable outcome the school plans to achieve	By June 2020, the percentage of students scoring at Level 3 or above in science will increase from 41% to 60%.
Person responsible for monitoring outcome	Nate Stephens (nathaniel.stephens@ocps.net)
Evidence-based Strategy	Students will systematically engage in processing content to generate conclusions through collaborative interactions with other students. We will monitor for the desired effect by using all ongoing formative and summative data, along with observational feedback.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves interaction among the teachers, students and content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue with systematic structures when conducting collaborative learning walks focusing on collaborative interactions between students in science. 2. The leadership team will provide regular monitoring of lesson plans with feedback to teachers. 3. Continue the after school science acceleration program. 4. Administrators will monitor instruction for fidelity in the implementation of curriculum resource materials.
Person Responsible	Nate Stephens (nathaniel.stephens@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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 are working to increase the number of parents, families, and community stakeholders that participate in events held on campus. We believe that parent involvement will help increase student achievement in all content areas. In order to increase the rate of attendance so that more families are involved in displaying support of the school, we send out messages using School Messenger, Class Dojo, and school newsletters. Stakeholders are invited to participate in events such as Meet the Teacher, Open House, Parent Teacher Organization (PTO), School Advisory Council (SAC), report card conferences, and school curriculum nights. To continue sustaining a positive working relationship with our families, teachers are encouraged to partner with PTO and SAC. Additionally, our school is staffed with a Parent Engagement Liaison, who is the link between the school and our community.

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.

Our guidance counselor is available at all times for students who need counseling services. Our guidance counselor, behavior specialist, social worker, mental health counselor and assistant principal will meet monthly as a threat assessment team to discuss students who may be experiencing social-emotional behaviors at school or home. Our school has been assigned an Orlando Police Officer. He or she will also attend the monthly meetings to provide additional guidance and support. These assessments will also address any concerns or issues that occur during the school day. Additionally, we partner with outside mental health agencies to provide therapeutic interventions, should the need arise. The Multi-Tiered System of Supports (MTSS) is in place to ensure struggling students receive timely academic and behavioral interventions and are monitored for improvement in those areas. Furthermore, our Going the Extra Mile (G.E.M.) program targets struggling learners and pairs them with teachers who serve as mentors, that meet regularly with the students to set goals, review achievement data, and monitor progress throughout the school year. Ms. Harper, the Guidance Counselor, will also conduct "Child Safety Matters" lessons in every classroom. These lessons will address bullying and child abuse. Along with the Child Safety Matters lessons, teachers are will provide weekly health instruction to address the social-emotional needs of all students.

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

At Washington Shores, all incoming kindergarten students are assessed upon entering the school to determine individual and group needs to assist in the development of robust instruction and intervention programs. Kindergarten academic and behavioral instruction will include standards-based lessons, modeling, guided practice and independent practice in the classroom setting. Social skills instruction will occur weekly using the character education and health curriculum.

Washington Shores Elementary School teachers use the i-Ready intervention and enrichment program. This program is designed to support the pivotal skill deficiencies that students may have within their core instruction.

All fifth grade students receive appropriate intervention and enrichment to prepare them for the transition from one school level to the next. These students are provided with information about the programs and electives associated with the Middle School curriculum. Students attend an orientation provided by the Middle School Leadership Team. The team discusses the necessary information students and their families will need to have a successful transition.

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.

Washington Shores is very fortunate to have the support and involvement of the following:

Title I and Supplemental Academic Instruction (SAI) – This funding has allowed Washington Shores Elementary to:

- * hire additional staff to reduce class size and strengthen the relationship between the schools and families
- * facilitate activities to promote parental involvement
- * strengthen teacher training in reading/language arts and mathematics instruction
- * strengthen components related to curriculum and instruction, such as: instruction supported by technology which includes Accelerated Reader and i-Ready, and interactive SMART Boards.
- * Other services provided to ensure students receive additional remediation are supported by the daily Acceleration after-school program, weekly content area camps, and summer school. The leadership team and selected teachers are responsible for the facilitation of these programs and maintaining the resources and activities. These programs reinforce reading, mathematics, and science strategies. All Level 1 and Level 2 students are encouraged to attend reading and math programs that address foundational deficiencies, while our higher level performers are provided differentiated instruction focused on enrichment to attain and maintain Level 4 and Level 5 performance.

Counseling Programs -The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource and Orlando Police Officer. Our Dean, School Resource Officer, and Guidance Counselor provide resources to parents and families in need of support.

The school-based Multi-Tiered Systems of Support Team (MTSS) meets monthly to problem-solve student academic and behavioral concerns based on progress monitoring data. During the meeting, the team discusses students who are not making progress. Team members review data and identify the services that are needed to support student success. Based on the individualized plan created by the team, students receive tiered interventions.

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

Washington Shores Elementary promotes academic and career planning using components of Destination College, which focuses on the following strategies:

- Model and scaffold steps or processes needed to understand content, apply skills and complete tasks successfully and independently
- Promoting the importance of staying in school
- Enhancing self-awareness
- Identifying students' interests that link to specific careers
- Learning about specific career requirements (such as training or education needed)
- Emphasizing the importance of a college education
- Visiting Florida colleges and universities