Water Spring Elementary

leadership
analysis
Florida
college and career
students
mission
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
success
areas of focus
resources
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2020-21 Schoolwide Improvement Plan

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Water Spring Elementary

16000 WATER SPRINGS BLVD, Winter Garden, FL 34787

http://waterspringes.ocps.net/

Demographics

Principal: Matthew Hendricks   Start Date for this Principal: 1/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

> * 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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Water Spring Elementary

16000 WATER SPRINGS BLVD, Winter Garden, FL 34787

http://waterspringes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year

Grade

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Klaber, Amy	Principal	
Matos, Araceli	Instructional Media	
Soto, Dayanara	Instructional Coach	
Simmerly, Tina	Teacher, ESE	
Hendricks, Matthew	Assistant Principal	
Valentine, Ambia	School Counselor	
Chalas, Delia	Instructional Coach	
Dominguez, Melanie	Instructional Coach	
Feintuch, Lindsay	Dean	

Demographic Information

Principal start date
Wednesday 1/23/2019, Matthew Hendricks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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	90	118	83	110	98	97	0	0	0	0	0	0	0	596
Attendance below 90 percent	0	20	12	18	13	14	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	5	10	3	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	6	5	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15

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	0	0	0	2	7	7	0	0	0	0	0	0	0	16

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	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/14/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0%	57%	57%	0%	54%	55%
ELA Learning Gains	0%	58%	58%	0%	58%	57%
ELA Lowest 25th Percentile	0%	52%	53%	0%	53%	52%
Math Achievement	0%	63%	63%	0%	61%	61%
Math Learning Gains	0%	61%	62%	0%	64%	61%
Math Lowest 25th Percentile	0%	48%	51%	0%	54%	51%
Science Achievement	0%	56%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
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

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

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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

N/A

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

N/A

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.

N/A

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

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

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

1. Identify students that regressed from a result of distance learning
2. Increase number of students making learning gains in ELA & Math with a focus on 5th grade and High Achieving specifically
3. Reduce achievement level gap of SWD
4. Reduce achievement level gap of ELL
5. Ensure students earn high levels of proficiency in ELA, Math and Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Establish effective teaching and learning practices to support student _____ mastery of standards indicating grade level achievement and expected learning gains.
Measurable Outcome:	Standards aligned assessments to include i-Ready Diagnostics, district assigned progress monitoring assessments, standards aligned coaching walks and grade level common assessments will be used to measure and monitor.
Person responsible for monitoring outcome:	Delia Chalas (delia.chalas@ocps.net)
Evidence-based Strategy:	Through common planning and professional development, our teachers will collaboratively plan for standards aligned instruction using data analysis using the continuous improvement cycle.
Rationale for Evidence-based Strategy:	Common planning is a time for instructional staff to discuss data and ways to enhance or improve instruction. Through standards deconstruction, vertical standards alignment discussions, creating and scrutinizing common assessments and reviewing student performance outcomes, we should be able to collaboratively build plans to meet the needs of all students.

Action Steps to Implement

Deconstruct grade level standards and vertically align for an understanding of expectations for the prior year and upcoming year.

Person Responsible	Delia Chalas (delia.chalas@ocps.net)

Plan along side grade level teams to support a collective mindset to continue to improve standards aligned lessons.

Person Responsible	Melanie Dominguez (melanie.dominguez@ocps.net)

Standards aligned coaching walks to provide specific feedback on instructional delivery based on grade level standard.

Person Responsible	Melanie Dominguez (melanie.dominguez@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students.
Measurable Outcome:	Early Warning Systems indicator data and Cognia survey data will be used as a monitor tool. Our school will plan and implement cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs and adult needs.
Person responsible for monitoring outcome:	Ambia Valentine (ambia.valentine@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Rationale for Evidence-based Strategy:	Academic learning is enhanced when students have opportunities to interact with other and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

Action Steps to Implement	
Build a school based team to begin to understand how social and emotional learning is connected to instructional strategies.	
Person Responsible	Ambia Valentine (ambia.valentine@ocps.net)
Through professional development, our school based team will be able to focus on social and emotional learning connected to instructional strategies. Use cycles of professional learning that integrate academics and social and emotional learning to build and establish a positive school culture supporting adults and students.	
Person Responsible	Ambia Valentine (ambia.valentine@ocps.net)
Use a process to survey and examine the current school climate and culture. The team will use this data to specifically address areas to focus on based on the Social and Emotional Learning Competencies.	
Person Responsible	Tina Simmerly (tina.simmerly@ocps.net)
Conduct classroom walks, specifically during classroom meeting times, to monitor Social and Emotional Learning Competencies conversations to support self awareness, social awareness, responsible decision-making, self-management and relationship skills. Provide feedback and resources as necessary to continue to build Social and Emotional Learning Competencies within the classroom setting.	
Person Responsible	Ambia Valentine (ambia.valentine@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Based on the limited data collected during the inaugural year, the school team has chosen to focus on 5 academic elements for student achievement. Our first area of focus, Instructional Practice specifically relating to Standards-Based instruction will address students reaching and achieving proficiency levels in ELA, Math and Science. The barriers identified to address this area of focus include students that regressed as a result of distance learning and students in pre-identified achievement level gap groups to include SWD and ELL. As a result of identifying student gaps in learning, providing specific intervention(s) for each identified gap in learning, and aligned tools to monitoring student progress, the team will be able to closely monitor the effectiveness of the plan, closing of achievement gaps and adjust the plan as needed. The MTSS process on campus is more clearly defined to include tools, timelines, roles, responsibilities and expectations for communication to ensure student meet their academic goals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. School utilize staff to bridge the community and school culture.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.