

Orange County Public Schools

Sand Lake Elementary



2018-19 Schoolwide Improvement Plan

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Sand Lake Elementary

8301 BUENA VISTA WOODS BLVD, Orlando, FL 32836

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

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

48%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

59%

School Grades History

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

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
Suprenard, Laura	Principal
Vitulli, Emilio	Assistant Principal
Munoz, Noemi	Other
Botelho, Amanda	Other
Strack, Chelsea	Other
Smith, Christina	Guidance Counselor
Lawhorn, Wendy	Instructional Coach
Belton, Michele	Other

Duties

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

Principal: ensures the mission and vision of OCPS are enacted daily, serves as the instructional

leader and primary source of professional development and monitors distribution of leadership roles

Assistant Principal: serves as an instructional leader, oversees facility management and maintains

behavioral expectations

Staffing Specialist: facilitates all Exceptional Student Education (ESE) and Section 504 meetings and

monitors accommodations provided by instructional staff

Curriculum Compliance Teacher (CCT): facilitates and monitors services for ELLs and organizes

Multilingual Parent Leadership Council (MPLC) meetings

Guidance Counselor: facilitates individual and group counseling, classroom guidance, Child Safety

Matters, Act 4 Change, and Change Starts With Me; serves as- Title IX coordinator, Safe coordinator

and McKinney-Vento program coordinator
 MTSS Coach: assists MTSS team and teachers in implementing instructional/behavioral strategies,
 monitors the effectiveness of the strategies, holds monthly MTSS team meetings to review student data and adjusts instruction as needed and facilitates instruction for Tier II and Tier III interventions
 Instructional Coach-provide coaching cycles and support for teachers
 Resource Teachers: hold weekly meetings with Professional Learning Communities (PLCs) and individual meetings as necessary, facilitate instruction for Tier II intervention, monitor implementation of standards-based instruction, coach teachers in instructional practices that facilitate the instructional shifts and serve as assessment coordinators

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	14	9	11	12	8	13	0	0	0	0	0	0	0	67
One or more suspensions	1	0	0	2	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	1	0	2	3	1	12	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	31	28	24	0	0	0	0	0	0	0	83

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		0	0	0	9	4	3	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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	9	12	8	11	11	11	0	0	0	0	0	0	0	62
One or more suspensions	0	4	2	1	3	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	2	4	12	0	3	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	19	25	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		0	2	2	4	9	19	0	0	0	0	0	0	36

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	12	8	11	11	11	0	0	0	0	0	0	0	62
One or more suspensions	0	4	2	1	3	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	2	4	12	0	3	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	19	25	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		0	2	2	4	9	19	0	0	0	0	0	0	36

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?

The data component that scored the lowest is ELA Lowest 25th Percentile area. For the last two years only 43% of our students in this area showed learning gains. Three years ago, only 44% if students showed learning gains.

Which data component showed the greatest decline from prior year?

All data components but one increased. The data component that has been stagnant is Science, 64%.

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

All data components were higher than the state except the ELA Lowest 25th Percentile component. There was a -5% gap between the school and the state.

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

The data components which showed the most improvement were ELA Achievement and Math Lowest 25% Percentile. Both components showed a 3% increase from the previous year. The Math Lowest 25% component data is a trend as over the last 3 years has steadily increased by 14%.

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

The actions that led to an increase in student performance include deliberate standard-based planning, detailed analysis of student data, progress monitoring for performance and differentiating small group 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	71%	56%	56%	68%	54%	55%
ELA Learning Gains	64%	55%	55%	62%	58%	57%
ELA Lowest 25th Percentile	43%	48%	48%	43%	53%	52%
Math Achievement	77%	63%	62%	75%	61%	61%
Math Learning Gains	71%	57%	59%	69%	64%	61%
Math Lowest 25th Percentile	56%	46%	47%	53%	54%	51%
Science Achievement	64%	55%	55%	64%	50%	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	14 (9)	9 (12)	11 (8)	12 (11)	8 (11)	13 (11)	67 (62)
One or more suspensions	1 (0)	0 (4)	0 (2)	2 (1)	0 (3)	2 (6)	5 (16)
Course failure in ELA or Math	1 (2)	0 (4)	2 (12)	3 (0)	1 (3)	12 (18)	19 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (18)	28 (19)	24 (25)	83 (62)

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	66%	55%	11%	57%	9%
	2017	69%	57%	12%	58%	11%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	65%	54%	11%	56%	9%
	2017	63%	57%	6%	56%	7%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
05	2018	64%	55%	9%	55%	9%
	2017	57%	51%	6%	53%	4%
Same Grade Comparison		7%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	61%	8%	62%	7%
	2017	67%	63%	4%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	75%	62%	13%	62%	13%
	2017	78%	64%	14%	64%	14%
Same Grade Comparison		-3%				
Cohort Comparison		8%				
05	2018	75%	59%	16%	61%	14%
	2017	62%	56%	6%	57%	5%
Same Grade Comparison		13%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	53%	4%	55%	2%
	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	15	23	16	19	41	40	30				
ELL	52	61	47	68	74	64	41				
ASN	88	76		88	89		82				
BLK	38	32		52	32						
HSP	63	57	46	73	70	64	50				
WHT	79	76	54	83	79	62	83				
FRL	61	53	40	66	64	54	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	8	31	30	19	41	26	20				
ELL	46	52	39	53	61	50	24				
ASN	75	63		81	68		62				
BLK	58	60		67	65		45				
HSP	55	61	54	58	65	56	32				
WHT	78	63	20	86	73		83				
FRL	56	57	43	60	60	42	50				

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 Teachers will plan and facilitate opportunities for all students to select and use strategies for close reading, rigorous discussion, and responding to text-dependent questions in all content areas.

Rationale There is a need to accelerate student performance and narrow achievement gaps among subgroups. By maintaining this area of focus, student acceleration and narrowing of the achievement gaps among subgroups should occur.

Intended Outcome By collaboratively planning with a focus on utilization of complex text and standards-aligned tasks, the intended outcome will be to ensure all students are able to make learning gains and we narrow the achievement gap among subgroups.

Point Person Laura Suprenard (laura.suprenard@ocps.net)

Action Step

Description

1. Add members to the school level District Professional Learning Community
2. School level DPLC provides professional development to new teachers (overview of year one)
3. School level DPLC provides professional development to returning teachers (review year one)
4. School level DPLC will plan and implement cycles of professional learning
5. School level DPLC will use strategies that increase collective efficacy and pedagogical expertise through processes around opening up classroom practice.
6. Teachers will participate in cycles of professional learning that will increase collective efficacy and pedagogical expertise.
7. School level DPLC will use strategies for building and sustaining high-performing teams to support a culture of continuous improvement.
8. Teachers will plan and facilitate opportunities for all students to select and use strategies for close reading, rigorous discussion, and responding to text-dependent questions.
9. Teachers will increase engagement of all students through rigorous discussion and responding to text dependent questions.
10. Teachers will use content specific complex texts to develop and implement text dependent questions with close reading.
11. Teachers will choose culturally diverse texts and deliberate questioning techniques when planning standards-aligned lessons and units.

Person Responsible Amanda Botelho (amanda.botelho@ocps.net)

Plan to Monitor Effectiveness

Description

1. Frequent classroom walkthroughs to gain a clear understanding of the level of implementation of close reading practices
2. Analyze trend data from walkthroughs, student data/work, and iObservation data

Person Responsible Amanda Botelho (amanda.botelho@ocps.net)

Activity #2

Title In order to decrease the achievement gap, teachers will plan using standards-based lessons, Equitable Classroom Practices and frequent student monitoring in order to adjust instruction to meet the needs of all students.

Rationale In 2017-2018, only 15% of our students with disabilities (SWD) were on grade level in ELA and only 19% scored on level in math.

Intended Outcome Through consistent monitoring of student performance of standards-based instruction, teachers will appropriately adjust and differentiate instruction based on the needs of the student.

Point Person Emilio Vitulli (emilio.vitulli@ocps.net)

Action Step

Description

1. In an effort to promote culturally responsive practices, teachers will systematically plan standards-based lessons utilizing current data, the Equitable Classroom Practices Observation Checklist and the CRM's to ensure differentiated delivery of instruction during grade level PLCs.
2. Materials/Supplies will be purchased as needed to ensure teachers have resources for differentiation.
3. Conduct weekly data meetings to review MTSS Tier 1 and Tier 2 data along with formative, i-Ready growth monitoring, i-Ready diagnostic and FSA data.
4. PLC's will focus on creating data-driven lesson plans by dissecting current student data: formative assessments, i-Ready lesson progress, i-Ready diagnostic data and progress monitoring graphs. Teachers will adjust whole-group lessons, small-group lessons and current lessons in i-Ready to meet the needs of each student.
5. Teachers will reflect on the Equitable Classroom Practices Observation Checklist during planning and ensure they have included these strategies to make each lesson accessible to all students.

Person Responsible Amanda Botelho (amanda.botelho@ocps.net)

Plan to Monitor Effectiveness

Description

1. Data chats with the leadership team and teachers
2. Administration will review lesson plans
3. Leadership team walkthroughs looking for standards-based instruction
4. Teachers will reflect on Equitable Classroom Practices three times a year

Person Responsible Laura Suprenard (laura.suprenard@ocps.net)

Part V: Budget

Total:	\$20,000.00
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