

Orange County Public Schools  
**Baldwin Park  
Elementary**



**2019-20 Schoolwide Improvement  
Plan**

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Baldwin Park Elementary

1750 COMMON WAY RD, Orlando, FL 32814

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

## Demographics

**Principal: Nathan Hay**

Start Date for this Principal: 8/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	41%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (66%) 2016-17: A (64%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.

---

## **Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Baldwin Park Elementary

1750 COMMON WAY RD, Orlando, FL 32814

<https://baldwinparkes.ocps.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)

41%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

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

55%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

## 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.**

Orange County Public Schools means success. Our mission is to lead our students to success with the support and involvement of families and the community.

#### **Provide the school's vision statement.**

Baldwin Park Elementary's vision is 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
Ferratusco, Anna	Principal	<p>The Principal: Provides a common vision for the use of data-based decision making along with differentiated and rigorous instruction, monitors iObservation data and partners master teachers and coaches with teachers in need of improvement on targeted elements, and ensures that the school-based team is implementing the multi-tiered system of support(MTSS) with fidelity. The principal also conducts assessments of instructional skills of school staff, ensures implementation of intervention support, confirms adequate professional development, and communicates with parents regarding school-based plans. The principal facilitates data meetings and individual data chats with all teachers. The principal monitors lesson plans, conducts classroom observations, and PLC activities. The assistant principal works on all of these items with the principal.</p>
Velazquez, Ruth	Assistant Principal	<p>The Assistant Principal(AP): Provides a common vision for the use of data-based decision making along with differentiated and rigorous instruction, monitors iObservation data and partners master teachers and coaches with teachers in need of improvement on targeted elements, and ensures that the school-based team is implementing the multi-tiered system of support (MTSS) with fidelity. The AP also conducts assessments of instructional skills of school staff, ensures implementation of intervention support, confirms adequate professional development, and communicates with parents regarding school-based plans. The AP assists and participates with the principal to facilitate bimonthly data meetings and individual data chats with all teachers via lesson plan reviews, classroom observations, and PLC activities.</p>
Arnold, Shannon	Dean	<p>The dean monitors discipline and implements interventions as needed.</p>
Durkin, Kathryn	Teacher, ESE	<p>Staffing Coordinator: Participates in student data collection, monitors the implementation of all Individual Education Plans and 504 plans, collaborates with general education teachers to ensure students with disabilities are receiving differentiated and rigorous instruction.</p>
Genovese, Sherry	Other	<p>Media Specialist will promote and reinforce the literacy initiative of the Millionaire's Club and Accelerated Reader initiatives.</p>
Opalka, Jessica	Other	<p>Behavior Specialist: Develops and monitors fidelity of implementation for BIPs, facilitates individualized reward systems, and teaches social skills groups as needed.</p>

Name	Title	Job Duties and Responsibilities
Weiss, Jamie	Other	Monitors the fidelity and implementation of curriculum within the classroom to ensure accommodations and modifications for ELL students, follows roles and duties for the instructional coach.
Reese, Michael	Instructional Coach	School Based Coaches: Develop, lead, and evaluate core content standards/programs, participate in the design and delivery of professional development, perform frequent classroom visits and provide immediate feedback, assist in monitoring student data, review lesson plans and provide feedback to teachers, model instruction for teachers in need, and provide support for assessments.
Cervi, Audra	Instructional Coach	School Based Coaches: Develop, lead, and evaluate core content standards/programs, participate in the design and delivery of professional development, perform frequent classroom visits and provide immediate feedback, assist in monitoring student data, review lesson plans and provide feedback to teachers, model instruction for teachers in need, and provide support for assessments.
Edwards, Rhea	Guidance Counselor	Guidance Counselor: Works directly with the student population to monitor and guide students using social and emotional programs, provides staff with professional development related to working with students, monitors student data and classroom performance.
Welsh, Samantha	Instructional Coach	School Based Coaches: Develop, lead, and evaluate core content standards/programs, participate in the design and delivery of professional development, perform frequent classroom visits and provide immediate feedback, assist in monitoring student data, review lesson plans and provide feedback to teachers, model instruction for teachers in need, and provide support for assessments.

**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	128	144	137	148	133	132	0	0	0	0	0	0	0	822
Attendance below 90 percent	11	10	7	10	10	9	0	0	0	0	0	0	0	57
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	1	0	1	8	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	16	25	28	0	0	0	0	0	0	0	69
	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	1	3	6	0	0	0	0	0	0	10

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

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

49

**Date this data was collected or last updated**

Monday 7/22/2019

**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	27	19	17	16	13	7	0	0	0	0	0	0	0	99
One or more suspensions	0	0	1	2	2	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	0	3	4	7	9	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	37	34	23	0	0	0	0	0	0	0	94

**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	2	8	8	9	0	0	0	0	0	0	0	27

**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	27	19	17	16	13	7	0	0	0	0	0	0	0	99
One or more suspensions	0	0	1	2	2	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	0	3	4	7	9	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	37	34	23	0	0	0	0	0	0	0	94

**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	2	8	8	9	0	0	0	0	0	0	0	27

**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	75%	57%	57%	78%	54%	55%
ELA Learning Gains	71%	58%	58%	67%	58%	57%
ELA Lowest 25th Percentile	56%	52%	53%	46%	53%	52%
Math Achievement	76%	63%	63%	78%	61%	61%
Math Learning Gains	64%	61%	62%	67%	64%	61%
Math Lowest 25th Percentile	44%	48%	51%	40%	54%	51%
Science Achievement	72%	56%	53%	71%	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	128 (0)	144 (0)	137 (0)	148 (0)	133 (0)	132 (0)	822 (0)
Attendance below 90 percent	11 (27)	10 (19)	7 (17)	10 (16)	10 (13)	9 (7)	57 (99)
One or more suspensions	0 (0)	0 (0)	1 (1)	0 (2)	2 (2)	1 (3)	4 (8)
Course failure in ELA or Math	0 (3)	0 (0)	1 (3)	0 (4)	1 (7)	8 (9)	10 (26)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (37)	25 (34)	28 (23)	69 (94)
	0 (0)	0 (0)	0 (0)	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.

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	74%	55%	19%	58%	16%
	2018	75%	55%	20%	57%	18%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	70%	57%	13%	58%	12%
	2018	69%	54%	15%	56%	13%
Same Grade Comparison		1%				
Cohort Comparison		-5%				
05	2019	74%	54%	20%	56%	18%
	2018	81%	55%	26%	55%	26%
Same Grade Comparison		-7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	77%	62%	15%	62%	15%
	2018	75%	61%	14%	62%	13%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	75%	63%	12%	64%	11%
	2018	77%	62%	15%	62%	15%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
05	2019	70%	57%	13%	60%	10%
	2018	78%	59%	19%	61%	17%
Same Grade Comparison		-8%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	71%	54%	17%	53%	18%
	2018	76%	53%	23%	55%	21%
Same Grade Comparison		-5%				
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	23	36	40	28	36	33	15				
ELL	60	66	70	63	62	53	59				
ASN	77	89		97	89						
BLK	48	61	36	48	48	33					
HSP	65	65	58	64	55	45	58				
MUL	83	56		83	75						
WHT	85	77	58	83	68	47	83				
FRL	57	62	50	58	52	43	46				
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	29	45	43	29	38	32	17				
ELL	58	63	63	71	65	56	40				
ASN	85	96		95	88		82				
BLK	61	62	62	53	54	43	43				
HSP	61	55	40	66	52	44	73				
MUL	77	63		90	74						
WHT	87	70	48	86	62	51	83				
FRL	57	52	44	61	51	44	60				
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	25	29	21	32	29	23	21				
ELL	66	61	53	64	57	44	29				
ASN	83	68		93	68		77				
BLK	64	58	55	61	54	38	50				
HSP	66	62	44	64	58	41	52				
MUL	77	75		77	58						
WHT	85	69	40	85	72	41	81				
FRL	60	59	45	61	54	37	56				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	68
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	87
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	74

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

During the 2018-2019 school year, our data component that showed the lowest performance was the area of math. Our overall students on grade level dropped from 80% the previous year to 76%. The subgroup of students making learning gains in the bottom quartile within math dropped from 49% the previous year to 44%. Factors contributing to this decline was the reduced focus on math as well as a lower focus on skill based small group instruction in math.

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



During the 2018-2019 school year our data component that showed the greatest decline was the science data. The students who scored on grade level in science dropped from 78% the previous year to 72%. The students in 5th grade during the 2018-2019 school year have historically showed lower percentages across the content areas meaning this grade level has been lower performing as they moved up the grade levels. The science assessment includes the ability to read, understand and compute information which encompasses reading and math. The cohort of students showed a 7% decline in reading and an 8% decline in math.

**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.**

When compared to the state averages, the students in the bottom quartile in math were lower than the state average. The state average is 50% and at Baldwin Park Elementary we showed 44% of students making learning gains in the English Language Learners(ELL) and Students with Disabilities subgroup. The factors contributing to this gap was the reduced focus on strategies based small group instruction in math.

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

During the 2018-2019 school year the data component that showed the most improvement was the students' in the lowest quartile in the area of ELA. These students data went from 49% making a learning gain the previous year and 56% during the 2018-2019 school year. We had a focus on increasing literacy during the 2018-2019 school year, which included reading programs and incentives for all students. Students were recognized for making improvements in the number of books and words read along with the comprehension.

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

Based on the Early Warning Systems, Baldwin Park Elementary shows 57 students who have attendance below 90%. During the school year the team tracks these students and puts strategies and incentives in place to encourage attendance in school.

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

1. Math/ Science
2. Students with Disabilities
3. Attendance
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Project Based Learning focused on Math and Science to Prepare Students for Careers and/or College
<b>Rationale</b>	In the 2018-2019 school year the overall performance in math and science showed a decline in both areas. At Baldwin Park Elementary the students who scored on grade level dropped from 80% to 76% in math and 78% to 72% in science.
<b>State the measureable outcome the school plans to achieve</b>	During the 2019-2020 school year the overall performance in math and science will increase from 76% to 79% in math and from 72% to 75% in science.
<b>Person responsible for monitoring outcome</b>	Michael Reese (michael.reese@ocps.net)
<b>Evidence-based Strategy</b>	<p>Baldwin Park Elementary teachers will include one Project Based Learning activity focused on math and science in the classroom. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Teachers will select a project, plan for the implementation, showcase the students' learning and engage the community in development of the project. Teachers will focus on increasing students' knowledge in number sense and algebraic thinking in math, as well as focusing on the big ideas of science that include the following:</p> <ol style="list-style-type: none"> <li>1. The Nature of Science</li> <li>2. Earth and Space</li> <li>3. Physical Science</li> <li>4. Life Science</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Through the implementation of projects in math and science, teachers will make learning more authentic and showcase the innovative measures in today's world. Students will better understand mathematical and scientific concepts.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School wide professional development focused on the selection and creation of a project based learning.</li> <li>2. Professional Development focused on implementation of project based learning focused on math and science standards.</li> <li>3. Monitoring of classroom implementation, instruction and student data</li> <li>4. Support from instructional coaches in implementation and instruction</li> <li>5. Presentations at the Student Showcase</li> <li>6. Provide feedback in regards to instruction and student data.</li> </ol>
<b>Person Responsible</b>	Michael Reese (michael.reese@ocps.net)

<b>#2</b>	
<b>Title</b>	Literacy
<b>Rationale</b>	In the 2018-2019 school year our overall achievement in ELA went from 77% scoring 3 or above to 74%. Although our learning gains improved, the overall achievement and the ESSA subgroup of Students with Disabilities needs more focus in ELA.
<b>State the measureable outcome the school plans to achieve</b>	To increase bottom quartile learning gains in ELA from 56% to 60% and to increase Students with Disabilities achievement in ELA from 23% to 30%. Many of our Students with Disabilities are also a part of the bottom quartile.
<b>Person responsible for monitoring outcome</b>	Audra Cervi (audra.cervi@ocps.net)
<b>Evidence-based Strategy</b>	<p>Baldwin Park teachers will engage students in authentic literacy lessons tied to all content areas utilizing text complexity and the text dependent question. These activities will include the utilization of Close Reading Strategies to increase the SWD student literacy. Through research involved in classroom project based learning, students will implement such strategies to improve understanding.</p> <p>Students will be recognized for literacy milestones throughout the school year. Additional incentives will be created to ensure students with learning disabilities are recognized for milestones similar to their peers. Students with disabilities is the subgroup that according to ESSA needs to make the most growth.</p>
<b>Rationale for Evidence-based Strategy</b>	Through added focus on literacy last school year, our overall learning gains in ELA went from 56%-60% and our bottom quartile learning gains went from 29%-35%. implementation of DPLC additional strategies and last school year strategies, we will be able to attain these goals.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continued Professional Development on Close Reading Strategies with information shared at DPLC.</li> <li>2. Expansion of school literacy recognition programs to create more attainable milestones for our students with disabilities.</li> <li>3. Monitoring of classroom instruction and student data throughout the school year.</li> <li>4. Model lessons from instructional coaches and exemplary teachers.</li> <li>5. Collaboration and sharing of student work samples in grade level PLCs to improve teaching strategies and activities in classrooms.</li> <li>6. Provide feedback on instruction and common assessments.</li> </ol>
<b>Person Responsible</b>	Audra Cervi (audra.cervi@ocps.net)

<b>#3</b>	
<b>Title</b>	Empowering teachers to utilize data related to ELA and Math specifically for struggling students to close the achievement gaps
<b>Rationale</b>	<p>During the 2018-2019 school year, the percentage of students on grade level shows lower percentages when compared to the white population in both ELA and mathematics. In ELA the white population showed 85% of students at level 3 or above compared to the hispanic population at 65% and the black at 48%.</p> <p>In mathematics the white population showed 83% of students at level 3 or above compared to the Hispanic population at 64% and the black at 48%.</p>
<b>State the measureable outcome the school plans to achieve</b>	Baldwin Park Elementary would like to see the bottom quartile of students improve in both the black and hispanic populations to help reduce the gap present between the hispanic and black students when compared to the white. In the 2018-2019 school year 36% of black students in the bottom quartile made a learning gain and 58% of the hispanic students made a learning gain. For the 2019-2020 school year, the goal is for the black students in the bottom quartile improve to 45% and the hispanic students improve to 60% making a learning gain. This will be measured using the FSA ELA data.
<b>Person responsible for monitoring outcome</b>	Ruth Velazquez (ruth.velazquez@ocps.net)
<b>Evidence-based Strategy</b>	We will provided small group intervention in the classrooms, as well as extra tutoring in he areas that students demonstrate weakness utilizing common assessment data.
<b>Rationale for Evidence-based Strategy</b>	Students use of cognitive skills necessary for understanding the targeted ELA and math standards while interacting with others allows students to strategically extend leaning by enhancing procedural skills and deepening their knowledge.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitor small group and/or intervention in the classroom by administrative team.</li> <li>2. Target bottom quartile MAO students for extra tutoring.</li> <li>3. Support teachers for the development of small group instruction in ELA and math by administrative team.</li> </ol>
<b>Person Responsible</b>	Ruth Velazquez (ruth.velazquez@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).**

Baldwin Park Elementary will continue to strive to have 100% student attendance. We currently have 57 students who are below 90%. These students will be targeted for the attendance group lead by the assistant principal. She will reach out to parents and hold meetings to ensure students are in school.

## 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, § 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.**

Baldwin Park Elementary is once again a Golden School and a Five-Star Awarded school due to our extensive parent involvement. We utilize various forms of communication to keep parents involved in the school environment including our school website, weekly newsletters from the principal and teachers, Connect Orange system, etc. There is constant two-way communication between parents and staff members.

Parents have several ways to get involved here at Baldwin Park Elementary. They can join our Parent Teacher Association (PTA), School Advisory Council (SAC) and/or Bobcat Fund. Each organization supports the school in different ways including fundraising events and academic support.

#### **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.**

Baldwin Park Elementary will offer a full time guidance counselor to the school. The guidance counselor will work with students individually and in small groups to build social and emotional skills. Teachers will work through a referral process as well as teaching a health course to their students on a weekly basis. The school based guidance counselor will work with the teachers to ensure instruction for the health course is in line with the district expectations.

Baldwin Park Elementary is grateful to have a half-time CHILL Counselor. To students, life's problems sometimes seem too big to handle. Wanting to help students better cope with life's difficulties is why the Winter Park Health Foundation (WPHF) established the CHILL Program in partnership with Orange County Public Schools and its Winter Park consortium of schools.

CHILL – Community Help & Intervention in Life's Lessons – is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL Counselors focus on prevention and early intervention

programs.

Counselors often use art and play therapy techniques with elementary school students. Both the CHILL office and the guidance office are equipped with welcoming toys and games to encourage the use of play in the counseling process. Students will find doll houses, sand trays, stuffed animals, puppets, crayons, paints and dolls to help them feel comfortable and to aid in accomplishing the therapeutic goals of the child, family and Counselor.

Students who show gaps or deficits in social emotional skills will be targeted through individualized plans which may include social stories, structured social skills training or individualized behavior charts. These interventions will be monitored and changed as needed.

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

All students receive Tier 1 instruction from the core reading program called "Journeys" and core math program "Go Math." Embedded assessments from both programs allow teachers to monitor Tier 1 students' level of proficiency on specific benchmarks.

Tier 2 instruction is provided for all children who fall below level on individual benchmarks. Instruction is provided by the classroom teacher in smaller groups. A Tier 2 component is embedded in the core programs; additional support may be provided using district approved intervention programs. Data will be collected on the targeted students using the tools provided in the core programs.

Tier 3 instruction is provided to children who are considered to be at high risk for academic failure. These students are candidates for a pull-out, resource intervention program. Tier 3 instruction is either provided by the classroom teacher, using the Tier 3 component embedded in the core program, or by a resource teacher, using the comprehensive reading program called "Voyager." Data is monitored weekly by the resource teacher and the classroom teacher.

Students going through the MTSS process are discussed at PLC meetings each week as standards and data are discussed. A heavy focus is placed on struggling students who fall in the bottom 30%, and/or are in the ESE program.

We have a Baldwin Cares Program which supports the Title X Homeless. Baldwin Cares provides after school snacks, weekend and holiday food for this population.

Title II funds are used to purchase materials for staff development that will enrich instruction.

Extended learning opportunities are provided to students using Supplemental Academic Instruction (SAI) funds.

Baldwin Park has a parent booster club called The Bobcat Fund. This organization works with the school principal, the PTA and the SAC to determine school based needs, then provides an added funding source to meet those needs.

**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.**

All students receive Tier 1 instruction from the core reading program called "Journeys" and core math program "Go Math." Embedded assessments from both programs allow teachers to monitor Tier 1 students' level of proficiency on specific benchmarks.

Tier 2 instruction is provided for all children who fall below level on individual benchmarks. Instruction is provided by the classroom teacher in smaller groups. A Tier 2 component is embedded in the core programs; additional support may be provided using district approved intervention programs. Data will be collected on the targeted students using the tools provided in the core programs.

Tier 3 instruction is provided to children who are considered to be at high risk for academic failure. These students are candidates for a pull-out, resource intervention program. Tier 3 instruction is either provided by the classroom teacher, using the Tier 3 component embedded in the core program, or by a resource teacher, using approved intervention programs. Data is monitored weekly by the resource teacher and the classroom teacher.

Students going through the MTSS process are discussed at PLC meetings each week as standards and data are discussed. A heavy focus is placed on struggling students who fall in the bottom 30%, and/or are in the ESE program.

We have a Baldwin Cares Program which supports the Title X Homeless. Baldwin Cares provides after school snacks, weekend and holiday food for this population.

Extended learning opportunities are provided to students using Supplemental Academic Instruction (SAI) funds. Students are provided with tutoring for ELA and Math based on their academic needs.

Baldwin Park has a parent booster club called The Bobcat Fund. This organization works with the school principal, the PTA and the SAC to determine school based needs, then provides an added funding source to meet those needs.

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

Teachers promote career and colleges through the sharing of the universities or technical schools they attended. Once a year various community members, including parents, visit classrooms to present on their careers. After exposing students to several careers, teachers follow-up to discuss student aspirations.

## Part V: Budget

1	III.A.	<b>Areas of Focus: Project Based Learning focused on Math and Science to Prepare Students for Careers and/or College</b>	<b>\$7,500.00</b>
---	--------	--	-------------------

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0531 - Baldwin Park Elementary	General Fund		\$3,500.00
			<i>Notes: Schedule substitutes for teachers to participate in planning project based learning activities</i>			
	5100	239-Other	0531 - Baldwin Park Elementary	General Fund		\$4,000.00
			<i>Notes: Funding to provide additional resources and materials to implement projects and activities in the classroom</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Literacy</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	239-Other	0531 - Baldwin Park Elementary	General Fund		\$2,500.00
			<i>Notes: Accelerated Reader Program</i>			
	5100	239-Other	0531 - Baldwin Park Elementary	General Fund		\$1,000.00
			<i>Notes: School Literature Clubs</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Empowering teachers to utilize data related to ELA and Math specifically for struggling students to close the achievement gaps</b>				<b>\$8,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	239-Other	0531 - Baldwin Park Elementary	General Fund		\$8,500.00
			<i>Notes: Cost for instructional tutors</i>			
					<b>Total:</b>	<b>\$19,500.00</b>