

Orange County Public Schools
**Baldwin Park
Elementary**



**2018-19 Schoolwide Improvement
Plan**

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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
Grade

2017-18
A

2016-17
A

2015-16
B

2014-15
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.

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
Ferratusco, Anna	Principal
Velazquez, Ruth	Assistant Principal
Arnold, Shannon	Dean
Durkin, Kathryn	Teacher, ESE
Welsh, Samantha	Instructional Coach
Genovese, Sherry	Other
Opalka, Jessica	Other
Weiss, Jamie	Other
Reese, Michael	Instructional Coach
Cervi, Audra	Instructional Coach
Edwards, Rhea	Guidance Counselor

Duties

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

1. 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 bimonthly data meetings and individual data chats with all teachers via lesson plan reviews, classroom observations, and PLC activities. The assistant principal works on all of these items with the principal.
2. Teacher Team Leaders: Mrs. Laberee, Mrs. Reeves, Ms. Wilsons, Mrs. Klemowich, Mrs. Wolf, Mrs. Bressler, and Mrs. Albert are the team leaders that are part of the DPLC who

will lead the PLC meeting in collaborating with their perspective grade level on creating, implementing, discussing results on the differentiated, rigorous lessons aligned with the Florida Standards and OCPS Scope and Sequence. The team leaders will facilitate PLC meetings, provide support to teammates as needed, attend monthly team leader meetings and disseminate covered information to teammates with the goal of focusing on students struggling on the standards in order to reteach and reassess their progress. The PLC will also focus on planning for enrichment to help students that are on grade level and beyond.

3. Staffing Coordinator: Participates in student data collection, monitors the implementation of all IEPs and 504 plans, collaborates with general education teachers to ensure SWD are receiving differentiated and rigorous instruction.
4. 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.
5. Instructional Coach: Work directly with the instructional staff on content to ensure alignment with the standards, work in the grade level PLC meetings to coach and mentor teachers, and implement the coaching cycle across the campus.
6. Dean: Monitors discipline and implements interventions as needed.
7. Behavior Specialist: Develops and monitors fidelity of implementation for BIPs, facilitates individualized reward systems, and teaches social skills groups as needed.
8. CCT: 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.
9. 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.

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

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	6	6	0	1	1	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	1	1	0	0	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Tuesday 7/17/2018

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	22	14	12	13	8	17	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	0	3	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	4	0	6	3	3	16	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	29	25	42	0	0	0	0	0	0	0	96

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		1	0	3	5	6	15	0	0	0	0	0	0	30

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	22	14	12	13	8	17	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	0	3	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	4	0	6	3	3	16	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	29	25	42	0	0	0	0	0	0	0	96

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		1	0	3	5	6	15	0	0	0	0	0	0	30

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?

For the last two years, students in the lowest 25 percent in math: 2017 40% 2018 49% and ELA: 2017 46% 2018 49% performed the lowest, which has been a trend at Baldwin Park Elementary.

Which data component showed the greatest decline from prior year?

The greatest decline was evidenced in math learning gains where there was a decline from 67% in 2017 to 61% in 2018..

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

The school data for Baldwin Park Elementary is consistently higher than the state average in ELA 78% vs State 55%, Math 80% vs State 61% and in Science 78% vs State 51%.

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

The lowest 25 percent in math showed the biggest improvement with an increase from 40% in 2017 to 49% in 2018. In the last few years, this has been a trend for the school.

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

Small group instruction was added to the math content area. This focus allowed the teachers to fill in gaps for students in their learning.

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	78%	56%	56%	75%	53%	52%
ELA Learning Gains	66%	55%	55%	62%	52%	52%
ELA Lowest 25th Percentile	49%	48%	48%	42%	42%	46%
Math Achievement	80%	63%	62%	76%	56%	58%
Math Learning Gains	61%	57%	59%	59%	54%	58%
Math Lowest 25th Percentile	49%	46%	47%	41%	41%	46%
Science Achievement	78%	55%	55%	66%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (22)	19 (14)	17 (12)	16 (13)	13 (8)	7 (17)	99 (86)
One or more suspensions	0 (0)	0 (0)	1 (1)	2 (0)	2 (3)	3 (3)	8 (7)
Course failure in ELA or Math	3 (4)	0 (0)	3 (6)	4 (3)	7 (3)	9 (16)	26 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	37 (29)	34 (25)	23 (42)	94 (96)

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	75%	55%	20%	57%	18%
	2017	76%	57%	19%	58%	18%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	69%	54%	15%	56%	13%
	2017	81%	57%	24%	56%	25%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				
05	2018	81%	55%	26%	55%	26%
	2017	69%	51%	18%	53%	16%
Same Grade Comparison		12%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	61%	14%	62%	13%
	2017	75%	63%	12%	62%	13%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	77%	62%	15%	62%	15%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
05	2018	78%	59%	19%	61%	17%
	2017	69%	56%	13%	57%	12%
Same Grade Comparison		9%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	76%	53%	23%	55%	21%
	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	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				

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	1. DPLC-Accelerate Student Performance
Rationale	In the last two years students on grade level or above have not made adequate learning gains as indicated on the schools data. In ELA there was a decrease from 67% to 61% that was also indicative in math with a decrease of 6% (67% in 2017 vs 61% in 2018)
Intended Outcome	Increase ELA and Mathematics learning gains using close reads and text complexity to provide enrichment that will address standards.
Point Person	Anna Ferratusco (anna.ferratusco@ocps.net)
Action Step	
Description	1.School wide book Study on "Text Dependent Questioning" and close reading strategies with all instructional staff. 2. DPLC Team led professional developments with all instructional staff addressingthe vision of providing more rigorous lessons addressing the standards. 3. Edit and revise common assessments to ensure close reading strategies and text dependent questions are being used
Person Responsible	Anna Ferratusco (anna.ferratusco@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Coaches and admin will monitor book study discussions in PLC and at PD. Also, coaches and admin will look for both of these strategies during classroom walk through and observations. 2. DPLC team will monitor the teams use of the skills through ghost walks and peer obervations 3. Coaches, admin, and team leaders will monitor to ensure that common assessments are giving students the ability to use close reading strategies and have text dependent questions. Teams will also look at the assessments after the students are assessed to monitor student use of the close reads strategies.
Person Responsible	Anna Ferratusco (anna.ferratusco@ocps.net)

Activity #2	
Title	2. Culturally Responsive-Narrow the achievement gap in ELA
Rationale	To provide awareness of MAO initiatives and narrow the achievement gap in ELA as measured by the FSA.
Intended Outcome	By the end of the year, iReady and FSA scores will show an increase in student achievements and a decrease the achievement gaps of minority students by 3% (Black students will go from 61% to 64% and Hispanic students will 61% to 64% in ELA, while in math Black students will go 53% to 56% and the Hispanic students 66% to 69%).
Point Person	Ruth Velazquez (ruth.velazquez@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1. Use common assessment and iReady data to monitor minority student's progress.2. Provide the staff with ongoing training in MAO initiatives and increase awareness of culturally relevant instruction targeting the Tier 2 and/or Tier 3 instruction.3. Identify, monitor and provide intervention strategies to struggling students using the MTSS process.
Person Responsible	Ruth Velazquez (ruth.velazquez@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Admin, leadership, and teachers will work together to focus on minority student progress, the MTSS process will be monitored, and tiered intervention will take place. Minority students will be a topic of discussion through class study sheets at PLC.2. Culturally Responsive school based team will provide training and ongoing learning opportunities for the staff.3. MTSS coach and leadership team will monitor students achievement to ensure gaps are decreased by using classroom walk-throughs to provide actionable feedback to the teachers.
Person Responsible	Ruth Velazquez (ruth.velazquez@ocps.net)

Activity #3

Title 3. Literacy

Rationale To increase students on grade level to (3 and above) to 80% in all subject areas.

Intended Outcome To increase literacy with all students across all content areas

Point Person Anna Ferratusco (anna.ferratusco@ocps.net)

Action Step

Description

1. Create student book clubs and book talks. Students will be involved in book clubs and book talks to increase their literacy using text depending questioning.
2. Maker spaces in the media center- Maker spaces will give students the ability to increase literacy through critical thinking skills in math and science using a hands-on environment.
3. AR incentives- Students will be rewarded for meeting goals throughout the year. Students will have the opportunity to receive classroom prizes and attend parties to celebrate their achievements.

Person Responsible Sherry Genovese (sherry.genovese@ocps.net)

Plan to Monitor Effectiveness

Description

1. Students who participate in the organized clubs will be monitored via class study sheet and PLC discussion (common assessment) .
2. Using iReady scores, we will monitor math scores and critical thinking skills to increase from diagnostic to diagnostic.
3. AR goals will be monitored via classroom teacher. Goals and awards will be displayed and "what are you reading" boards will be around the school. Our goal is for 80% of students to reach their quarterly AR goal.
4. Classroom walk-throughs during media time to provide feedback on the structures in place to increase rigorous literacy initiatives.

Person Responsible Sherry Genovese (sherry.genovese@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Each spring, our school participates in the Orange County Public Schools (OCPS) district sponsored Kindergarten Pre-Registration drive. In April of the year prior to the start of Kindergarten, parents are invited to come to the school, register their students early, and pick up an information packet about the school.

A Kindergarten Orientation is held in May so that kindergarten students can experience the

lunch line, where they receive a delicious breakfast, and parents can get some basic kindergarten information. Parents are taken on a tour of the kindergarten classrooms to see what the classrooms look like as well as examples of activities kindergartners do.

The PTA plans four Kindergarten Play Dates during the summer so students have a chance to make friends with their peers before the first day of school. All new Kindergarten students and parents are invited to these bonding activities.

As each student progresses to the next grade level, important documentation and data is provided to the new teacher to ensure a seamless transition.

A meeting is held in May to ensure success of students transitioning to our feeder middle school for those who may require special accommodations.

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 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 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	
Total:	\$21,500.00