

Orange County Public Schools

Orange Center Elementary



2018-19 Schoolwide Improvement Plan

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Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

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

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 producers 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
Johnson, La Donna	Principal
Hendricks, Matthew	Assistant Principal
Martinez, Lorena	Other
Thinn, Latoya	Instructional Coach
Slee, Anne	Instructional Coach
Salmon-Jones, Sonya	Instructional Coach
LeSuer, Brandon	Instructional Coach
Reynolds, Maureen	Attendance/Social Work
Fulford, Tanya	Teacher, K-12
Brown, Larissa	Instructional Coach

Duties

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

The school-based leadership team members continually monitor lesson plans that were developed during grade level Professional Learning Communities and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery service model which addresses academic and behavior concerns. The coaches provide best practices in instructional strategies in order to increase student achievement. The coaches also assist with monitoring data specific to their curriculum focus as well as modeling effective instructional strategies and providing professional development based on teacher needs, district focus, and standards-based instruction. The Staffing Specialist assists in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources, and materials for students making minimal learning gains in the regular education setting. The MTSS Coach monitors the progress and implementation of interventions and strategies school-wide, academically and behaviorally, and provides ongoing professional development for staff members as it relates to MTSS. The

Curriculum Compliance Teacher monitors the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant.

Principal, La Donna Johnson and Assistant Principal, Matthew Hendricks - Provides a common vision for the use of data-based decision making throughout core curriculum, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support implementation and communicate with all stakeholders regarding school-based plans and activities.

Instructional Coaches, Anne Slee, Brandon LeSuer, Latoya Thinn, and Larissa Brown - Provides best practices in instructional strategies in order to increase student achievement and assist with monitoring data. In addition, the instructional coaches model effective instructional strategies and provide professional development.

Staffing Specialist, Tanya Fulford - Assists in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains in the regular education setting. The Staffing Specialist also monitors the progress and implementation of interventions and strategies school-wide and provides ongoing professional development for staff members as it relates to MTSS.

Curriculum Compliance Teacher, Lorena Martinez - Monitors the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant.

School Psychologist - Provides historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans. The psychologist assists with providing ongoing professional development for all instructional staff members as it relates to the Response to Intervention process.

Social Worker, Maureen Reynolds - Provides support (financial, medical, etc.) to identified students' families with various resources from a plethora of community agencies. The Social Worker also provides parents with essential training to decrease the areas of deficiencies regarding their current parenting skills.

MTSS Coach, Sonya Salmon-Jones - Works to provide support to identified students exhibiting behavioral and academic concerns. The MTSS Coach monitors student progress, behavioral interventions, and provide teachers with strategies, resources and professional development to increase student engagement and on-task behaviors. Students needing additional, on-going support may be monitored using the MTSS process.

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	12	13	21	10	14	12	0	0	0	0	0	0	0	82
One or more suspensions	6	6	2	6	7	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	2	3	1	0	4	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	22	23	13	0	0	0	0	0	0	0	58

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		2	4	2	9	11	9	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	1	3	2	0	0	0	0	0	0	0	6

Date this data was collected

Thursday 7/19/2018

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	18	17	15	11	8	11	0	0	0	0	0	0	0	80
One or more suspensions	1	0	3	0	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	1	2	5	7	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	33	16	24	0	0	0	0	0	0	0	73

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	1	3	8	7	9	0	0	0	0	0	0	0	29

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	18	17	15	11	8	11	0	0	0	0	0	0	0	80
One or more suspensions	1	0	3	0	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	1	2	5	7	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	33	16	24	0	0	0	0	0	0	0	73

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	1	3	8	7	9	0	0	0	0	0	0	0	29

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 performed the lowest for the 2018 assessment period was ELA Lowest 25th Percentile with a proficiency level of 38%. There has been a downward trend for this data component but it was not the lowest performing component for the 2016 and 2017 assessment periods.

The subgroup that performed the lowest was students with disabilities in both ELA and Math. Trend data shows that students decreased in ELA by one percentage point in proficiency and decreased in math by 10 percent in proficiency. Students with disabilities also showed low progress in the 2016-2017 school year in both ELA and Math.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the 2016-2017 school year was in the learning gains for the lowest 25% in ELA.

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

Three data components that had the biggest gap when compared to the state average includes Math Achievement with a negative twelve percentage point gap, followed by a negative ten percentage point gap for both ELA Lowest 25th Percentile and Science Achievement.

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

The data component that showed the most improvement was in Math learning gains with an increase of 14 percentage points. Math proficiency has undulated over the last three years.

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

Students received small group instructions with additional help from tutors. Teachers also discussed math instruction and strategies through weekly Professional Learning Community meetings on Math. Math instructional coaches also completed coaching cycles with teachers who required support in the instructional delivery of Math content.

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	50%	56%	56%	66%	53%	52%
ELA Learning Gains	47%	55%	55%	73%	52%	52%
ELA Lowest 25th Percentile	38%	48%	48%	63%	42%	46%
Math Achievement	50%	63%	62%	72%	56%	58%
Math Learning Gains	55%	57%	59%	84%	54%	58%
Math Lowest 25th Percentile	46%	46%	47%	80%	41%	46%
Science Achievement	45%	55%	55%	36%	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	12 (18)	13 (17)	21 (15)	10 (11)	14 (8)	12 (11)	82 (80)
One or more suspensions	6 (1)	6 (0)	2 (3)	6 (0)	7 (0)	2 (2)	29 (6)
Course failure in ELA or Math	0 (0)	2 (1)	3 (2)	1 (5)	0 (7)	4 (1)	10 (16)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (33)	23 (16)	13 (24)	58 (73)

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	47%	55%	-8%	57%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	41%	57%	-16%	58%	-17%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	51%	54%	-3%	56%	-5%
	2017	51%	57%	-6%	56%	-5%
Same Grade Comparison		0%				
Cohort Comparison		10%				
05	2018	48%	55%	-7%	55%	-7%
	2017	44%	51%	-7%	53%	-9%
Same Grade Comparison		4%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	61%	-11%	62%	-12%
	2017	49%	63%	-14%	62%	-13%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	52%	62%	-10%	62%	-10%
	2017	51%	64%	-13%	64%	-13%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2018	48%	59%	-11%	61%	-13%
	2017	45%	56%	-11%	57%	-12%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	53%	-7%	55%	-9%
	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	21	30		7	30						
ELL	50			40							
BLK	47	46	35	47	52	48	41				
HSP	71			62							

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
FRL	49	47	41	50	52	43	43				
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	22	50		17	42						
ELL	33	42		53	45						
BLK	46	41	54	48	40	50	44				
HSP	41	23		59	54		50				
FRL	43	35	45	48	38	43	46				

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 use collaborative lesson planning to focus on standards-based instruction and implement close reading strategies (through the DPLC) to improve teacher proficiency and student achievement.
Rationale	Teachers will use collaborative lesson planning to focus on standards-based instruction and implement close reading strategies (through the DPLC) to improve teacher proficiency and student achievement.
Intended Outcome	By collaboratively planning and implementing strategies learned at the DPLC, the intended outcome is making learning gains in all grade levels in ELA in the 2018-2019 school year. [Division Priority - Accelerate Student Performance]
Point Person	La Donna Johnson (ladonna.johnson@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1 - Provide an overview of the common planning process2 - Provide the MTSS overview and expectations for the year3 - Plan and develop MTSS professional development4 - Provide MTSS professional development5 - Assign an administrative lead to oversee the MAO Initiatives6 - Develop culturally responsive lesson plans and instructional activities7 - Conduct collaborative learning walks8 - Monitor MTSS graphs9 - Provide support for teachers through the coaching cycle10 - Identify model classrooms11 - Teachers will observe model classrooms
Person Responsible	Sonya Salmon-Jones (salmon-jones.sonya@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1 - Conduct grade level PLCs2 - Review lesson plans3 - Bi-weekly data chats with teachers and collection of graphs4 - Observation of instruction (Tier 1, 2, 3)5 - Walk-throughs to ensure that teachers are differentiating their instruction to meet the needs of students.6 - Analyze student progress monitoring data. During classroom observations, teachers will implement differentiated instruction to meet the student's needs.
Person Responsible	Sonya Salmon-Jones (salmon-jones.sonya@ocps.net)

Activity #2

Title

Student achievement will increase with the implementation of the MTSS process.

Rationale

In 2017-2018, only 21% of our students with disabilities (SWD) scored on grade level in ELA and only 7% scored on grade level in math. By focusing on the MTSS process, we will target all learners in order to meet their specific needs. By focusing on MTSS, students' achievement gaps will be targeted to ensure they are receiving high-quality instruction. Using the MTSS process, the teachers will have a better understanding of successful implementation.

Intended Outcome

By targeting the specific needs of our students, overall student achievement will increase, as well as student achievement for SWD. In order for all students to succeed, instruction often needs to be differentiated to target specific needs. Orange Center is growing quickly and with many new staff members, it is important that the MTSS process is a priority so there is a clear understanding of expectations and implementation. [Division Priority - Narrow Achievement Gaps]

Point Person

Matthew Hendricks (matthew.hendricks@ocps.net)

Action Step

Description

- 1 - Conduct a Needs Assessment
- 2 - Provide an MTSS overview and expectations for the year
- 3 - Plan and develop MTSS professional development
- 4 - Provide MTSS professional development
- 5 - Share BPIE indicators with staff
- 6 - Conduct collaborative learning walks
- 7 - Monitor MTSS graphs
- 8 - Provide support for teachers through the coaching cycle
- 9 - Identify model classrooms
- 10 - Teachers will observe model classrooms
- 11 - Continue to monitor data

Person Responsible

Sonya Salmon-Jones (salmon-jones.sonya@ocps.net)

Plan to Monitor Effectiveness

Description

- 1 - Conduct MTSS meetings
- 2 - Weekly data chats (behavioral and academic) with teachers
- 3 - Observation of instruction (Tier 1, 2, 3)
- 4 - Review lesson plans
- 5 - Walk-throughs to ensure that teachers are differentiating their instruction to meet the needs of students.
- 6 - Analyze student progress monitoring data. During classroom observations, teachers will implement differentiated instruction to meet the student's needs.

Person Responsible Sonya Salmon-Jones (salmon-jones.sonya@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.

To help increase parental involvement, the school will use multiple methods of communication. In addition, the school will hold monthly school activities to encourage parents to be more involved. Orange Center will host parent pride breakfasts to promote awareness and build school-parent relationships.

The parent engagement liaison will facilitate home visits with incoming Kindergarten families and teachers. She will also coordinate with teachers and administration staff, academic parent partnership nights that focus on parental involvement at school, how to help students with homework, and student achievement.

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.

At the beginning of the year and periodically throughout the year, at-risk students are identified based on the previous year's trend data and referral by school personnel. Social skills classes are provided to address specific needs of students to ensure academic success. Mentors are also attached to those students that have been identified as at-risk. Orange Center students identified as needing social-emotional support are referred to the guidance support counselor. After the counselor works with the student it is determined whether the student needs ongoing counseling; if so, group counseling sessions for a minimum of one day per week are scheduled. Students that need additional resources are referred to the child study team to determine additional support. Additional social and emotional support for students is provided through the MTSS process. Additional in-school resources that support the development of social and emotional needs are after-school clubs, such as cooking, chess, Women of Excellence, Men of Distinction, ELEVATE Orlando and Black Female Development Circle of UCF. Additionally, we will continue to work on the Best Practices of Inclusive Education goal, to consistently use a multi-tiered problem solving process (MTSS) by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. We will ensure teachers from grade levels have set meetings to discuss the students with disabilities that they will be receiving to ensure a successful transition of those students.

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

Our school has a VPK program. Parents are encouraged to enroll their pre-kindergarten students in the program. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available.

The Pre-school teacher will work with students throughout the year developing reading, social, and independence skills. At Orange Center Elementary, all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

Vertical articulation occurs with the feeder middle school to help students prepare and register for middle school classes.

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.

Data meetings are held weekly or biweekly by the administrative team. The meetings are dependent on the need(s) of the grade level to discuss assessments, pacing, and the support systems needed to implement quality data-driven instruction in the primary and intermediate grades. The reading and math coaches support teachers and peer support groups through PLCs, coaching, and side-by-side coaching to help provide the necessary academic resources to impact student achievement. Input from the Marzano framework data and support from OCPs Corrective Programs help drive the levels of support given to teachers to ensure student success. Support via after-school tutoring is provided for 2nd - 5th grades by classroom teachers and funded through the school budget.

The school will utilize Title I funds to provide instructional resource materials, support personnel and the implementation of staff development. Title I funds also fund the VPK program. The school will use Title I funds to tutor identified students reading below grade level in grades 2-5.

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

AVID Elementary is embedded into our daily instruction and school culture. AVID is a college-readiness tool that teaches students how to be organized and behaviors that will help them succeed in a rigorous academic environment. Teach-In, STEM Vocational Introductions, and Veterans Day are also events that provide exposure to the world of colleges and careers. Students will also be engaged in field trip opportunities to local colleges and provide interactions with mentors from college groups that support and foster the career and college culture. Orange Center is a STEM Magnet and will provide opportunities in STEM for collaboration with local college students, speakers, and STEM curriculum. The digital curriculum will also give students the opportunity to explore careers and colleges and offer engaging interactions with professionals from around the world.

Part V: Budget

Total:	\$33,350.48
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