

Orange County Public Schools
**Lake Whitney
Elementary**



2018-19 School Improvement Plan

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Lake Whitney Elementary

1351 WINDEMERE RD, Winter Garden, FL 34787

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	21%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top 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
Prince, Elizabeth	Principal
Abel, Kristin	Instructional Coach
Dudek, Nancy	Instructional Media
Smirti, Kimberlee	Other
Durham, Tambi	Instructional Coach

Duties

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

Elizabeth Prince, Principal, serves as our instructional leader by providing a common vision based upon data-based decisions to promote standards-based instruction.

Kristin Abel, Instructional Coach for Reading, MTSS, PLCs, beginning teachers and interns.

Nancy Dudek, Media Specialist; serve as classroom coach for implementation of rigorous reading and learning strategies.

Kimberlee Smirti, Curriculum Resource Teacher/Assessment Coordinator, oversees the implementation of the curriculum and assessment of students.

Tambi Durham, Guidance Counselor, ensures that students are ready for learning.

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	4	2	3	0	4	2	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	3	1	0	3	4	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	2	5	12	0	0	0	0	0	0	0	19

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	3	5	0	0	0	0	0	0	0	8

The number of students identified as retainees:

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

Date this data was collected

Wednesday 7/25/2018

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	3	0	2	4	2	4	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	0	2	3	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	7	10	12	0	0	0	0	0	0	0	29

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	0	3	1	2	0	0	0	0	0	0	0	7

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	3	0	2	4	2	4	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	1	0	2	3	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	7	10	12	0	0	0	0	0	0	0	29

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	0	3	1	2	0	0	0	0	0	0	0	7

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?

ELA learning gains of the lowest 25% continues to be of concern with a 53% proficiency level. This is a two-year trend with ELA learning gains of the lowest 25% scoring at 56% proficient in 2017.

Which data component showed the greatest decline from prior year?

ELA learning gains of the lowest 25% with a proficiency level of 53% showed the greatest decline of three percentage points from 56% proficiency level in 2017.

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

Our school grade components scored higher than the state average in all areas. However, in ELA learning gains for the lowest 25th percentile the gap between Lake Whitney and the state was only five percentage points. Our learning gains were at 53% compared to the state average of 48%.

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

Math Achievement showed the most improvement in the 2018 assessment period by increasing seven percentage points from 82% proficient in 2017 to 89% proficient in 2018. Math Achievement has improved over the past three years; however, for the 2017 assessment period, Math learning gains of the lowest 25% showed the most improvement with an increase of 15 percentage points when compared to the 2016 assessment period.

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

Positive actions include planning with a grade level focus on standards-based instruction and disaggregating data to plan for instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	83%	56%	56%	80%	54%	55%
ELA Learning Gains	67%	55%	55%	67%	58%	57%
ELA Lowest 25th Percentile	53%	48%	48%	56%	53%	52%
Math Achievement	89%	63%	62%	82%	61%	61%
Math Learning Gains	76%	57%	59%	77%	64%	61%
Math Lowest 25th Percentile	63%	46%	47%	60%	54%	51%
Science Achievement	82%	55%	55%	79%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (3)	2 (0)	3 (2)	0 (4)	4 (2)	2 (4)	15 (15)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	2 (1)	3 (1)	1 (0)	0 (2)	3 (3)	4 (0)	13 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (7)	5 (10)	12 (12)	19 (29)

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	89%	55%	34%	57%	32%
	2017	87%	57%	30%	58%	29%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	79%	54%	25%	56%	23%
	2017	80%	57%	23%	56%	24%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2018	76%	55%	21%	55%	21%
	2017	71%	51%	20%	53%	18%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	89%	61%	28%	62%	27%
	2017	79%	63%	16%	62%	17%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	87%	62%	25%	62%	25%
	2017	83%	64%	19%	64%	19%
Same Grade Comparison		4%				
Cohort Comparison		8%				
05	2018	80%	59%	21%	61%	19%
	2017	84%	56%	28%	57%	27%
Same Grade Comparison		-4%				
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	55	50	36	59	59	50					
ASN	92	68		100	79						
BLK	68	54		74	57						
HSP	67	53	33	77	79	64	82				
WHT	88	74	64	91	77	69	82				
FRL	65	45	22	75	65	52	62				

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	44	29	23	40	65	60					
ELL	50			50							
ASN	86	59		93	94						
BLK	70	73		60	55						
HSP	72	66	42	72	76		64				
WHT	82	68	63	85	76	66	81				
FRL	66	61	50	56	68	53	57				

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. [Division Priority - Accelerate Student Performance]
Rationale	Teachers will participate in collaborative lesson planning and will focus on implementing rigorous reading lessons incorporating close reading strategies. Together, they will be able to use strategies learned at the DPLC, such as pulling complex texts, to ensure students are making gains in ELA. The learning gains for ELA dropped in 2018 compared to 2017 in the student subgroups of Black, Hispanic, and Free and Reduced Lunch as indicated below: Black: 73% to 54% Hispanic: 66% to 53% Hispanic Lowest 25%: 42% to 33% Free and Reduced Lunch: 61% to 45% Free and Reduced Lunch Lowest 25%: 50% to 22%
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. We will improve the FSA ELA learning gains of our students as follows: Black: 54% to 57% Hispanic: 66% to 53% Hispanic lowest 25%: 33% to 50% Free and Reduced Lunch: 45% to 50% Free and Reduced Lunch: 22% to 50%
Point Person	Elizabeth Prince (elizabeth.prince@ocps.net)
Action Step	
Description	<ul style="list-style-type: none">* Teachers will be provided additional time to plan lessons in their PLCs based upon District PLC (DPLC).* Teachers will be provided additional time to create formative assessments in their PLCs based upon DPLC.* Teachers will analyze student performance on common assessments to determine student progress toward grade level standards.* Teachers will determine appropriate differentiated activities based upon common assessments.* Teachers will monitor progress of students regularly.* Teachers will complete peer observations.* The MAO Administrator will lead and oversee the MAO initiatives.* Teachers will choose culturally diverse texts and deliberate questioning techniques when planning standards based lessons and units.* Pay for hourly tutors to support small groups for ELA and Math.
Person Responsible	Elizabeth Prince (elizabeth.prince@ocps.net)
Plan to Monitor Effectiveness	
Description	The administrative staff will meet with PLCs to monitor teacher's lesson plans and to monitor student achievement data including i-Ready diagnostic, growth

monitoring and usage data. I-Observation data along with guided walks will assist in determining whether standards-based curriculum is being taught and close reading strategies are being utilized.

Person Responsible Kristin Abel (kristin.abel@ocps.net)

Activity #2

Title The MTSS process will be monitored and supported in order to increase student achievement in math. [Division Priority - Narrow Achievement Gaps]

Rationale The learning gains for Math dropped in 2018 compared to 2017 in the student subgroups of SWD and Free and Reduced Lunch as indicated below:
SWD: 65% to 59%
SWD Lowest 25%: 60% to 50%
Free and Reduced Lunch: 68% to 65%
Free and Reduced Lunch Lowest 25%: 53% to 52%

Intended Outcome By targeting the specific needs of our students, overall student achievement will increase, as well as student achievement for SWD and Free and Reduced Lunch. In order for all students to succeed, instruction often needs to be differentiated to target specific needs. It is important that the MTSS process is a priority so there is a clear understanding of expectations and implementation. We will improve the FSA Math learning gains of our students as follows:
SWD: 59% to 62%
SWD Lowest 25%: 50% to 53%
Free and Reduced Lunch: 65% to 63%
Free and Reduced Lunch Lowest 25%: 52% to 55%

Point Person Elizabeth Prince (elizabeth.prince@ocps.net)

Action Step

Description

- * Conduct a Needs Assessment
- * Provide an MTSS overview and review expectations for the year
- * Provide BPIE ratings for the 34 indicators to the staff and specifically focus on the lowest two indicators
- * Teachers will participate in peer observations
- * Conduct collaborative learning walks focusing on DPLC strategies and Standards-Based instruction
- * Regularly conduct data meetings to review MTSS graphs along with formative, iReady growth monitoring, iReady diagnostic and FSA data.

Person Responsible Elizabeth Prince (elizabeth.prince@ocps.net)

Plan to Monitor Effectiveness

Description

- * Conduct MTSS meetings
- * Data chats with teachers and collection of graphs
- * Monitoring student progress according to MTSS tiers (Tier 1, 2, 3)
- * Review lesson plans
- * Walk-throughs to ensure that teachers are differentiating their instruction to meet the needs of students
- * Analyze student progress monitoring data

Person Responsible Elizabeth Prince (elizabeth.prince@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

The school provides multiple opportunities for parents to become involved in their child's academic environment. Parents are encouraged to join and attend our PTO and SAC, and become registered ADDitions volunteers. Parents and grandparents are invited to multiple events throughout the school year.

Lake Whitney communicates to all parents via a weekly eBlast of school happenings. In addition, we have created a Facebook page and a Twitter account to update parents with real time announcements. Connect Orange is another way to communicate with parents on a regular basis.

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

Lake Whitney has established guidance goals which address the social well-being of all students. There is a certified guidance counselor on staff who conducts classroom guidance lessons with all students. In addition, we have parents and community members who volunteer on our campus through the OCPS ADDitions program.

Our guidance counselor meets with individual parents regarding community resources available for students and families in need. Our learning community social worker is called upon to assist families who need additional services.

As a cluster ESE site for ASD and VE Pre-kindergarteners, the results of our AdvancEd survey support a highly engaging environment for students with specific disabilities. Our kindergarten through fifth grade students with disabilities and being served in a least restrictive environment.

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

Lake Whitney hosts a Meet the Teacher event which allows incoming students to gain familiarity of our campus. We also host an Open House in September for students to showcase our school to their families. In addition to Open House, our K-5 teachers host a Curriculum Night for parents to learn about all grade level curriculum and levels of proficiency.

Guided tours of our campus are available for new families. In addition, our PTO has a welcoming committee who reaches out to new families to get them involved with the

school.

Our kindergarten teachers highlight ways to help their students transition from prekindergarten to kindergarten. Teachers administered the FLKRS assessment during the first 30 days of school. This assessment identifies students' readiness for school.

Teachers encourage parents to spend time each day talking to their child about what happened in school. A school agenda is used for daily communication between school and home. Parents are encouraged to give their child positive feedback about his or her new experiences.

Parents are requested to attend school functions and stay involved in their child's education. Children whose parents are more involved with their education have higher achievement, are better adjusted and are less likely to drop out of school.

Our guidance counselor oversees middle school visits for our exiting fifth graders. In addition, the guidance counselors from the middle school visit our campus to meet with our fifth grade students.

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

The established MTSS team provides information about progress monitoring and intervention strategies for struggling students. Teachers meet regularly with the MTSS team to identify and monitor progress of students who are in need of intervention. The MTSS team and classroom teachers prescribe interventions and conduct progress monitoring of interventions to determine success.

In addition, teachers will be afforded opportunities to attend conferences to improve their abilities to deliver instruction to students in the areas of reading and/or math. Conference fees, as well as the cost of substitutes, will be paid for through general funds.

If the school receives school improvement funds, they will be used to provide compensation for tutoring our low performing students in reading.

In addition to the partial funding for a reading and math resource teacher, Supplemental Academic Instruction (SAI) funds will be used to provide teachers with financial compensation for before and/or after school tutoring.

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

Our school guidance counselor oversees the college awareness days. Teachers and students are encouraged to showcase their college of choice. In addition, our school participated in

Teach-In where community professionals showcase their knowledge and share their careers with our students.

Part V: Budget	
Total:	\$9,200.00