

Orange County Public Schools

# Tildenville Elementary



## 2018-19 School Improvement Plan

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## Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	No	83%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	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 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
Alvarez, Agathe	Principal
Clemonshager, Julie	Instructional Coach
Fedrick, Laquanda	Instructional Coach

#### Duties

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

Agathe Alvarez is the principal and the leader of our school. Her primary role and responsibility is overseeing the staff and students. As a principal she guides the teachers to plan appropriate and meaningful lessons that meet the standards and ensure all students are learning. She oversees the learning of the students through classroom walks, looking over the data and creating meaningful relationships with students so they know she cares about their well-being and academic success. Our principal works with parents through the SAC, PTA and Dual Language Committee to ensure our students are making progress and have the tools they need to succeed.

Shannon Ross is the assistant principal of the school. Her responsibilities are to assist the principal with her duties as well as her own. Discipline and MTSS are two of the biggest responsibilities she is charged with. Creating a safe environment for students to learn in and working with the Positive Behavior System Team to implement those efforts. She works closely with the Staffing Specialist to guide teachers through the MTSS process. She holds meetings throughout the year to make sure that students who are in need of MTSS services are receiving the appropriate interventions and being successful.

Julie Hager is the coordinator of the Dual Language Magnet Program and our CRT. She works with the Dual Language teacher to make sure the program is running successfully and students are learning the second language. As CRT she works on assessment implementation and other school projects.

LaQuanda Fedrick is the instructional coach. She works directly with the teachers in grades 3-5 in the area of reading and math. She assists teachers with creating lesson plans that will meet the standard and ensure students learning. She does classroom observations and models lessons for teachers to help increase the impact of their instruction.

**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	9	17	14	8	10	0	0	0	0	0	0	0	70
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	8	6	14	29	7	2	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	25	15	9	0	0	0	0	0	0	0	49

**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	0	8	23	8	3	0	0	0	0	0	0	0	44

**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	4	6	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	7	0	0	0	0	0	0	0	0	0	7

**Date this data was collected**

Tuesday 7/24/2018

**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	14	15	14	21	7	10	0	0	0	0	0	0	0	81
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	14	10	42	10	16	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	35	14	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	2	6	3	31	7	18	0	0	0	0	0	0	0	67

**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	14	15	14	21	7	10	0	0	0	0	0	0	0	81
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	14	10	42	10	16	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	35	14	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	2	6	3	31	7	18	0	0	0	0	0	0	0	67

**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?**

We are a Dual Language Magnet School, our students are learning English and Spanish during the school day. We also have traditional English only classes for students not enrolled in the program. In addition, all students in both programs receive French once a week. The biggest gap is withing our two programs: Magnet and English only. In ELA our Magnet students are at 89% proficiency while the English only students are at 38% proficiency. This trend continues in Math, our Magnet students are at 83% proficiency while our English only students are at 44% proficiency. This has been a trend since the full implementation of the program.

**Which data component showed the greatest decline from prior year?**

The data group that showed the greatest decline is our ESE group. They have shown a decline in Reading (33% to 8% proficiency) but did make growth in Math (19% to 22% proficient). Our ESE sub group is a large percentage of our lowest 25% the drop is also reflected in their scores (ELA- 27% to 7% and Math increased from 20% to 54%).

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

The ELA data for our Lowest 25 percent performed the lowest with 41% at a level 3 or higher compared to the state at 48%. Looking at our data from last year this is a trend with this particular group. Last year this group was at 39% compared to the state at 52%. We have moved our percentage up but we are still behind the state average.

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

We have shown increase in both ELA and in Science for the past three years. There was a 1% decrease in Math for the 2016-1017 school year. For the 2017-2018 school year we made increases in all three Core Areas, ELA 7% increase, Math 7% increase and 10% increase in Science. Our Math is trending as

far as showing the most improvement. This trend is also reflected in our math subgroups. Each of the subgroups made an increase in proficiency levels.

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

The PLC's and the teachers collaborative planning has made a huge difference. Our staff has a better understanding of what the standard is calling for. When they are having discussions they help each other in better understanding how to present and deliver the instruction in order to be more effective and increase student achievement. We also have paras and tutors that work with struggling students and enrichment students during the school day starting in August. We have after school opportunities such as after school tutoring for struggling students and Enrichment Saturday Schools. Tutoring runs throughout the school year and Saturday School is from January to March.

**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	64%	56%	56%	57%	54%	55%
ELA Learning Gains	62%	55%	55%	61%	58%	57%
ELA Lowest 25th Percentile	41%	48%	48%	39%	53%	52%
Math Achievement	73%	63%	62%	66%	61%	61%
Math Learning Gains	72%	57%	59%	62%	64%	61%
Math Lowest 25th Percentile	56%	46%	47%	40%	54%	51%
Science Achievement	59%	55%	55%	47%	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	12 (14)	9 (15)	17 (14)	14 (21)	8 (7)	10 (10)	70 (81)
One or more suspensions	0 (0)	1 (0)	0 (1)	0 (3)	0 (0)	0 (0)	1 (4)
Course failure in ELA or Math	8 (7)	6 (14)	14 (10)	29 (42)	7 (10)	2 (16)	66 (99)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (35)	15 (14)	9 (24)	49 (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	57%	55%	2%	57%	0%
	2017	52%	57%	-5%	58%	-6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	65%	54%	11%	56%	9%
	2017	68%	57%	11%	56%	12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
Cohort Comparison		13%				
05	2018	65%	55%	10%	55%	10%
	2017	53%	51%	2%	53%	0%
Same Grade Comparison		12%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	61%	-1%	62%	-2%
	2017	60%	63%	-3%	62%	-2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	74%	62%	12%	62%	12%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison		-7%				
Cohort Comparison		14%				
05	2018	79%	59%	20%	61%	18%
	2017	58%	56%	2%	57%	1%
Same Grade Comparison		21%				
Cohort Comparison		-2%				

### 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
WHT	69	63		76	73		67				
BLK	53	52		58	64		45				
HSP	63	64	40	76	74	44	59				
SWD	8	16	7	22	50	54					
FRL	62	63	39	70	70	54	52				
ELL	46	55	39	70	59	42	40				

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
WHT	69	68		75	67		71				
BLK	47	59		47	54	25	15				
HSP	54	57	39	66	61	47	41				
SWD	18	33	27	19	36	20					
FRL	47	54	38	58	56	31	39				



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
ELL	41	50	35	66	51	36	16				

**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:**

<b>Activity #1</b>	
<b>Title</b>	Teachers will effectively use the collaboration planning process to design standards-base instruction and implement close reading strategies (Using the DPLC and Complex text) in order to increase student achievement.
<b>Rationale</b>	Our teachers are becoming more comfortable and fluent when collaborating during PLC (grade level planning). We started to incorporate Close Reading and making sure that we are using grade appropriate complex text. As new teachers come into the grade level we have to work on building the relationship in order to continue with the rigorous effective collaboration piece. Using Complex text and Close reading strategies and incorporating them in the Instructional Framework is crucial this year in order to increase student achievement.
<b>Intended Outcome</b>	Teachers will have consistently incorporate the strategies learned in DPLC, adding rigor to their plans, and engaging instruction to meet the needs of all learner in order to increase student achievement. [Division Priority - Accelerate Student Performance]
<b>Point Person</b>	Agathe Alvarez (agathe.alvarez@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review common planning process and expectations</li> <li>2. Conduct Needs Assessment</li> <li>3. Identify model classrooms</li> <li>4. Keep teams in constant communication and updated with DPLC strategies</li> <li>5. Add a DPLC member for each grade level</li> <li>6. Maintain Teacher Support system</li> <li>7. Coaches will provide updates on common planning progress at leadership team meetings and provide ongoing, differentiated support</li> <li>8. Consistent grade level common planning and common assessment</li> <li>9. Designate the Assistant Principal as the administrative lead to over sea and monitor MAO initiative</li> <li>10. Teachers incorporate culturally diverse text and deliberate questioning techniques when planning standards aligned lessons and units</li> <li>11. Hire hourly tutors to help support with small group ELA and Math instruction</li> </ol>
<b>Person Responsible</b>	Agathe Alvarez (agathe.alvarez@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Analyze iObservation data</li> <li>2. Ghost Walks</li> <li>3. Bi-weekly chats with teachers and collection graphs</li> <li>4. Conduct MTSS meetings</li> <li>5. Peer Observations will be provided with forms to complete</li> <li>6. Review lesson plans</li> <li>7. Analyze walkthrough data</li> <li>8. Guided Visits and analyze data</li> <li>9. Analyze iReady Data</li> </ol>
<b>Person Responsible</b>	Agathe Alvarez (agathe.alvarez@ocps.net)

<b>Activity #2</b>	
<b>Title</b>	Teachers will develop their proficiency using the Instructional Framework and implementing the MTSS process in order to increase student achievement.
<b>Rationale</b>	Teacher will increase the strategies that they are using to deliver instruction in order to meet the needs of all learners and increase student achievement.
<b>Intended Outcome</b>	Student achievement scores will increase, teacher's level of delivery of instruction will be more fluent. [Division Priority - Narrow Achievement Gaps]
<b>Point Person</b>	Agathe Alvarez (agathe.alvarez@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Conduct Needs Assessment</li> <li>2. Provide MTSS Staff development and expectations</li> <li>3. Keep team in constant communication and updated with DPLC strategies</li> <li>4. Provide BPIE ratings of all 34 indicators and specifically to the staff focus on the lowest two indicators</li> <li>5. Maintain Teacher Support system</li> <li>6. Consistent grade level common planning and common assessment</li> <li>7. Peer Observations</li> <li>8. Guided Visits (on campus and other schools)</li> <li>9. DPLC Professional Development - Common Language for annotation and symbols across grade levels</li> <li>10. Conduct bi-weekly data meetings to review MTSS graphs along with formative, iReady growth monitoring, iReady diagnostic, weekly usage and FSA data</li> <li>11. Curriculum Resource Support</li> <li>12. Incorporate Digital support</li> </ol>
<b>Person Responsible</b>	Agathe Alvarez (agathe.alvarez@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Analyze iObservation data Ghost Walks iReady Data</p> <p>Analyze formative assessments data Peer Observations forms will be provided for teachers to use Guided Visits (on campus and other schools) Walkthroughs to ensure instruction is differentiated to meet student needs.</p>
<b>Person Responsible</b>	Agathe Alvarez (agathe.alvarez@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**

At the beginning of the school year parents are invited to attend Meet the Teacher, which is an opportunity to meet their child's teacher and become familiar with the routines of the new grade level. Parents can receive help filling out/ submitting lunch applications, obtain information related to transportation, after school programs, PTA, among other things. In the month of September, parents attend Open House. The teachers showcase student work and share the curriculum with parents. It is also an opportunity to get better acquainted with the technology used in class and the programs students can use at home to reinforce their learning. Curriculum Nights are another activity during the 1st, 2nd and 3rd quins, in which students get to share their accomplishments with parents. On parent conference nights (fall and spring) teachers, parents, and students look over current data and trends and discuss strengths and weaknesses. Teachers share how parents can help support their child's learning and parents can share their concerns. With the addition of our PEL this year we are excited on how she can help build positive relationships with our families and get even more parents involved in their child's academic success. Tea with the Principal is also incorporated throughout the year to hear parents concerns of what is going well and what needs to be improved on.

**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**

This year we have an experienced guidance counselor coming on to our staff. The guidance counselor will be conducting lessons in the classroom that will focus on social and emotional needs/aspects for students. She will work with small groups through Lunch Bunch to target students needs as well as whole group and grade levels.

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

Second Language Learners are screened during the summer prior to entering Kindergarten or upon registration for other grade levels. The Florida Kindergarten Readiness Screener-Work Sampling System (FLKRS) is used during the first 20 days of school to measure student readiness for the Kindergarten curriculum. Teachers administer the beginning of the year assessment as part of the core reading and math curriculum. Screening data will be collected and desegregated by the middle of September. Data will be used to plan daily academic and social/emotional instruction for all students, for groups of students or individual students who may need intervention beyond the core instruction. Continuous progress monitoring and interventions are used for students scoring as High Risk or Moderate Risk in any tested area. While enrichment is provided for students who are performing above level to challenge them.

Screening tools will be re-administered mid-year and at the end of the year to determine students' learning gains and the need for changes to the instructional/intervention programs.

We work closely with all stakeholder that impact our students going to 6th grade to make sure they are ready for middle school. Lakeview Middle is our sister/feeder school not only for neighborhood students but also students in our magnet program who choose to continue the program at Lakeview. Counselors come over to our school to discuss electives and help students fill out the forms and then go over their schedules. Magnet students go over to Lakeview in the fall to see what second language looks like in the middle school atmosphere.

**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**

After diagnostic assessments are completed, students will receive intervention to address their individual needs based on those scores. Student intervention needs are changed as data is collected and needs are determined according to the MTSS process and guidelines. Instruction will be differentiated through teacher-led, small-group instruction, to target specific skills with individual students. During MTSS meetings with grade levels, teachers and CORE team collaborate, works on problem solving, shares best practices, evaluates implementation, make decisions, and establishes new processes and identifies related skills.

Title III -Services are provided through the district for educational materials and ELL district support services to improve the education of migrant and English Language Learners, and students who are academically behind.

Title X- Homeless - District Homeless Social Worker provides resource (clothing, school supplies, food pantry, holiday gifts and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

This year we are working to obtain college pendants for all of our staff to display in the lunchroom/ campus. We want to encourage students to reach for their goals and show them just a small sampling of all the opportunities there are for them out there. Our school hosts Teach In in November for kindergarten to 5th grade. We host a multitude of members of the community to talk with students about their job experiences. We have built a strong relationship with the Florida Turnpike who come every year to do an engineering activity with our 5th graders and talk to them about all of the engineering careers there are for students to consider. These organizations also provide our students with mentoring opportunities and hands on demonstrations that relate to STEM and the workplace.

**Part V: Budget**

<b>Total:</b>	<b>\$33,095.33</b>
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