

Orange County Public Schools

Forsyth Woods Elementary



2018-19 School Improvement Plan

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Forsyth Woods Elementary

6651 CURTIS ST, Orlando, FL 32807

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

School Demographics

School Type and Grades Served (per MSID File) Elementary School PK-5	2018-19 Title I School Yes	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 100%
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Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 95%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	B	B	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

Forsyth Woods Elementary supports the district mission to lead our students to success with the support and involvement of families and the community. There are five district goals that support the achievement of this mission:

1. Intense focus on student achievement
2. High-performing and dedicated team
3. Safe learning and working environment
4. Efficient operations
5. Sustained community engagement

Provide the school's vision statement

Forsyth Woods Elementary supports the district vision 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
Maldonado, Kelly	Principal
Drummond, Sarah	Administrative Support
Phillips, Paula	Administrative Support
Rivera, Betty	Administrative Support
Clemente, Luriela	Assistant Principal

Duties

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

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	0	20	23	22	20	11	0	0	0	0	0	0	0	96
One or more suspensions	0	3	0	5	0	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	6	0	2	3	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	48	29	32	0	0	0	0	0	0	0	109

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	2	0	17	7	9	0	0	0	0	0	0	35

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	3	22	0	0	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	0	1	2	17	0	0	0	0	0	0	0	0	0	20

Date this data was collected

Wednesday 7/18/2018

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	24	25	21	16	29	0	0	0	0	0	0	0	137
One or more suspensions	2	3	5	2	3	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	6	23	1	10	5	3	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	37	33	43	0	0	0	0	0	0	0	113

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	4	6	2	10	10	19	0	0	0	0	0	0	0	51

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	24	25	21	16	29	0	0	0	0	0	0	0	137
One or more suspensions	2	3	5	2	3	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	6	23	1	10	5	3	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	37	33	43	0	0	0	0	0	0	0	113

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	4	6	2	10	10	19	0	0	0	0	0	0	0	51

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 was the lowest was the lowest 25% learning gains for math.

Which data component showed the greatest decline from prior year?

The greatest decline in overall data was the math learning gains for all students. However, when looking more closely at the data by grade level, the largest decline was in 3rd grade ELA and Math compared with the previous year.

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

The largest gap when compared to the state average was the ELA learning gains for the lowest 25%. However, the gap was in our favor. We were higher than the state average.

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

Our science achievement data demonstrated the most improvement compared with last year.

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

Our teachers performed an in depth analysis of the data and standards that they felt students needed a better understanding of in order to increase their achievement levels. They then researched additional resources and provided more strategic and targeted instruction on those most difficult standards.

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	52%	56%	56%	51%	54%	55%
ELA Learning Gains	60%	55%	55%	56%	58%	57%
ELA Lowest 25th Percentile	57%	48%	48%	55%	53%	52%
Math Achievement	66%	63%	62%	63%	61%	61%
Math Learning Gains	51%	57%	59%	68%	64%	61%
Math Lowest 25th Percentile	49%	46%	47%	53%	54%	51%
Science Achievement	54%	55%	55%	40%	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	0 (22)	20 (24)	23 (25)	22 (21)	20 (16)	11 (29)	96 (137)
One or more suspensions	0 (2)	3 (3)	0 (5)	5 (2)	0 (3)	2 (1)	10 (16)
Course failure in ELA or Math	0 (6)	6 (23)	0 (1)	2 (10)	3 (5)	1 (3)	12 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	48 (37)	29 (33)	32 (43)	109 (113)

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	40%	55%	-15%	57%	-17%
	2017	52%	57%	-5%	58%	-6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	54%	54%	0%	56%	-2%
	2017	52%	57%	-5%	56%	-4%
Same Grade Comparison		2%				
Cohort Comparison		2%				
05	2018	46%	55%	-9%	55%	-9%
	2017	38%	51%	-13%	53%	-15%
Same Grade Comparison		8%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	61%	-2%	62%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	69%	63%	6%	62%	7%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	62%	62%	0%	62%	0%
	2017	60%	64%	-4%	64%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
05	2018	54%	59%	-5%	61%	-7%
	2017	46%	56%	-10%	57%	-11%
Same Grade Comparison		8%				
Cohort Comparison		-6%				

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	60			80							
BLK	52	64		74	71						
HSP	50	58	59	63	47	46	53				
ASN	80			80							
SWD	26	56	47	41	42	31	20				
FRL	51	59	56	65	50	48	52				
ELL	41	60	59	54	44	54	21				

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	53	50		59	50						
BLK	60	60		72	73						
HSP	49	56	54	61	68	52	39				
ASN	67			75							
SWD	14	36	37	19	50	43	13				
FRL	49	55	52	61	69	55	38				
ELL	33	51	52	48	65	51	13				

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 Math

Rationale Our grade level data indicated a significant decrease in third grade math proficiency. Our school wide data indicated a significant decrease in math learning gains for all students and a smaller decrease in math learning gains for the lowest 25%.

Intended Outcome We would like to see an increase in third grade math proficiency and an increase in learning gains for both our lowest 25% and for all other students on the 2019 FSA.

Point Person [no one identified]

Action Step

Description

1. Students will use i-Ready daily for math to provide individualized math instruction and practice.
2. We will use i-Ready to provide 3 diagnostic tests throughout the year to progress monitor student growth and predict student achievement on the Florida Standards Assessment.
3. Teachers will receive additional training on using i-Ready resources to support instruction.
4. We will implement an "Acceleration" approach in our tutoring sessions, that will include introducing students to standards prior to classroom instruction.

Person Responsible Luriela Clemente (luriela.clemente@ocps.net)

Plan to Monitor Effectiveness

Description We will use i-Ready data to monitor student growth throughout the year in both classroom performance and tutoring sessions.

Person Responsible Luriela Clemente (luriela.clemente@ocps.net)

Activity #2

Title Third Grade ELA
Rationale There was a significant decrease in third grade ELA proficiency.
Intended Outcome We would like to see a reduction in the number of students who score a level 1 on the ELA portion of the 2019 FSA. We would also like to see an increase in the number of students who score a level 3 and above on the 2019 FSA.
Point Person [no one identified]

Action Step

Description

1. Teachers will receive additional training in using i-Ready resources for intervention and the MTSS process.
2. Third grade teachers will receive additional support from the Instructional Coach and other Leadership Team members to analyze data and strategically align intervention materials to meet student needs.
3. Third grade teachers will work as a team to analyze grade level needs for intervention, and then divide students for intervention across the grade level to strategically target their needs more efficiently.
4. The Leadership Team members will provide intervention to the lowest 25% of the students in each classroom based on the common assessments. This intervention will serve as part of the reteaching the standards. The students will take a post test to demonstrate mastery.
5. The lowest 25% of the students have been identified and monitored closely to ensure they receive as much support as possible from the different support programs as applicable (i.e. after-school tutoring, ELL tutoring, in-school intervention, etc.) .
6. We will implement an "Acceleration" approach in our tutoring sessions, that will include introducing students to standards prior to classroom instruction.

Person Responsible Luriela Clemente (luriela.clemente@ocps.net)

Plan to Monitor Effectiveness

Description Students will use i-Ready daily for individualized instruction and to take diagnostic assessments three times throughout the year. This data, as well as 2019 FSA ELA results, will be used to monitor student growth.

Person Responsible Luriela Clemente (luriela.clemente@ocps.net)

Activity #3

Title	Subgroup Achievement in ELA
Rationale	We are not satisfied with the achievement data of our subgroups and believe that creating more culturally responsive environment will have a positive impact.
Intended Outcome	We would like to see a reduction in the number of level 1 students in our ESE and ELL subgroups, and an increase in students who are able to score at the proficient level on the ELA portion of the FSA.
Point Person	[no one identified]

Action Step

Description	<ol style="list-style-type: none">1. We will create an action plan to increase the cultural sensitivity of our staff, specifically including the awareness of cultural bias and the impact it has on instruction and student achievement.2. We will implement an "Acceleration" approach in our tutoring sessions, that will include introducing students to standards prior to classroom instruction.
Person Responsible	Luriela Clemente (luriela.clemente@ocps.net)

Plan to Monitor Effectiveness

Description	We will incorporate activities during pre-planning and at other points during the year in which all staff will participate. We will create a survey for participants at the beginning and end of the school year. We will monitor student subgroup achievement data through i-Ready Diagnostic Assessments and the 2019 FSA ELA results.
Person Responsible	[no one identified]

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

See Title One Parent Involvement Plan

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

Forsyth Woods partners with several outside agencies to provide our students with counseling services. These providers come to the school and provide services to students. We also have a resource teacher and a guidance counselor who work specifically with students who need additional behavior and or emotional support. They strive to build relationships with students and reach the root cause of their behavioral or social issues. BPIE – Best Practices for Inclusive Education – is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

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

Incoming students are provided an orientation with their assigned teachers prior to school starting in order to familiarize students and families with the school, the academic and behavioral expectations as well as the procedures.

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

Students are given initial assessments at the beginning of the year. The data from these assessments is analyzed and students' needs are determined regarding performance on the Florida Standards in the intermediate grades and the five areas of reading in the primary grades (Phonics, Phonemic Awareness, Comprehension, Vocabulary, Fluency). Once student needs are determined, interventions are planned for students and are provided on a daily basis. Teachers meet regularly with the leadership team to review progress monitoring data as described below.

Title One funds will be used to provide additional staff and materials/training to support our most at-risk students. The funds will also be used to provide opportunities for our teachers to engage in small group or individually administered assessments. These assessments will provide more reliable and targeted data on our students that will direct interventions and additional instruction. Finally, these funds will be used to provide after school learning opportunities for our most at-risk students. These funds will be also be used to provide opportunities for grade levels/teams to plan instruction based upon the Florida Standards. These opportunities will allow teachers to work together in Professional Learning Communities as they analyze standards and create learning tasks that align to the expected rigor of the standard.

District Title III funds were provided to purchase an additional bilingual paraprofessional to support our ELL students.

Supplemental Academic Instruction funds were used to provide an instructional position to work with our most struggling readers individually and in small groups. This instruction is in addition to the core instruction they receive in the classroom.

Forsyth Woods participates in Universal Breakfast and Lunch programs, where all students are provided breakfast and lunch free of charge.

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

We use select AVID strategies and participate in college awareness activities such as college spirit days, college banners displayed throughout the campus, etc. We also will implement Project Lead the Way in some of our primary classrooms.

Part V: Budget

Total:	\$20,000.00
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