

Orange County Public Schools

Sun Blaze Elementary



2018-19 School Improvement Plan

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Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

<https://sunblazees.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	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

Mission:

To be the top producer of successful students in the nation.

Provide the school's vision statement

Vision:

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Szymanski, Christine	Principal
Rivers, Monique	Guidance Counselor
Cadogan, Tomicka	Instructional Coach
Boston, Jacqueline	Instructional Media
Miller, Kristin	Other
Villalobos, Martiza	Other
Noll, Allison	Other
Hoffman, Peggy lee	Other
Ninah, Charisse	Instructional Coach
Ramsey, Kathleen	Assistant Principal

Duties

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

The School Leadership Team meets weekly to address and problem solve concerns and/or issues that are current at the school. Each leadership team member attends weekly PLC meetings with grade level teachers to assist with planning and other instructional needs. Our two academic coaches will meet weekly with each grade level to help develop lesson plans aligned with the standards and rigor. Each member of the team is involved in the MTSS process to assist students who are in need of academic and behavior support.

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	34	31	26	18	18	19	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	1	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	1	6	10	4	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	55	51	57	0	0	0	0	0	0	0	163

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	1	3	13	11	11	0	0	0	0	0	0	0	39

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	2	6	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/16/2018

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	20	16	15	18	17	16	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	5	12	9	4	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	34	54	32	0	0	0	0	0	0	0	120

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	1	13	10	5	0	0	0	0	0	0	0	31

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	20	16	15	18	17	16	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	5	12	9	4	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	34	54	32	0	0	0	0	0	0	0	120

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	1	13	10	5	0	0	0	0	0	0	0	31

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 lowest 25th percentile for math learning gains was the lowest component. This is not a trend as the prior year it was the lowest 25th percentile for ELA learning gains.

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year was the lowest 25th percentile for math learning gains.

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

The greatest gap compared to the state average was also the lowest 25th percentile for math learning gains.

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

The subgroup for black students in regards to math learning gains went up by 13 points.

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

There was a focus on math small group instruction as well as tutoring and Saturday school offered for students this year.

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	68%	56%	56%	76%	54%	55%
ELA Learning Gains	62%	55%	55%	73%	58%	57%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	53%	48%	48%	61%	53%	52%
Math Achievement	73%	63%	62%	80%	61%	61%
Math Learning Gains	54%	57%	59%	65%	64%	61%
Math Lowest 25th Percentile	36%	46%	47%	60%	54%	51%
Science Achievement	68%	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	34 (20)	31 (16)	26 (15)	18 (18)	18 (17)	19 (16)	146 (102)
One or more suspensions	0 (0)	1 (0)	0 (0)	1 (1)	2 (1)	0 (0)	4 (2)
Course failure in ELA or Math	0 (0)	1 (8)	6 (5)	10 (12)	4 (9)	3 (4)	24 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	55 (34)	51 (54)	57 (32)	163 (120)

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	58%	55%	3%	57%	1%
	2017	67%	57%	10%	58%	9%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	62%	54%	8%	56%	6%
	2017	64%	57%	7%	56%	8%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
05	2018	57%	55%	2%	55%	2%
	2017	69%	51%	18%	53%	16%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	61%	8%	62%	7%
	2017	81%	63%	18%	62%	19%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	60%	62%	-2%	62%	-2%
	2017	64%	64%	0%	64%	0%
Same Grade Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-21%				
05	2018	66%	59%	7%	61%	5%
	2017	76%	56%	20%	57%	19%
Same Grade Comparison		-10%				
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	78	68		86	66		81				
BLK	64	71		68	61	30	56				
HSP	62	57	53	66	48	37	64				
ASN	93	71		96	71						
SWD	28	38	31	30	16	6	21				
FRL	62	60	55	66	49	35	63				
ELL	41	61	60	58	47	40	24				

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	89	75		93	67		85				
BLK	67	68		64	48	36	56				
HSP	72	74	63	76	67	66	81				
ASN	95	90		100	80						
MUL	60										
SWD	34	42	41	40	48	41	55				
FRL	71	71	45	76	65	68	75				
ELL	46	66	61	62	61	69	47				

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 lowest 25th percentile learning gains
Rationale	This is the component of the school grade that showed the greatest decline. Math achievement is a component that is typically higher than ELA yet the learning gains components are lower than both components of ELA learning gains. With a focus on effective math small group instruction that is targeted and individualized, students in the lowest 25th percentile will get the instruction necessary to make a year's worth of growth.
Intended Outcome	After receiving effective small group instruction based on their individual needs, students in the lowest 25th percentile will show gains. The overall gains in this category for the school grade will increase to a minimum of 65%.
Point Person	Christine Szymanski (christine.szymanski@ocps.net)
Action Step	
Description	Teachers will be trained on effective small group instructional strategies using resources purchased. This will be done throughout the first semester by chunking the selected professional development resource content and incorporating the knowledge gained by embedding the strategies into math small group plans.
Person Responsible	Charisse Ninah (charisse.ninah@ocps.net)
Plan to Monitor Effectiveness	
Description	This will be monitored by the leadership team but led by the Math Coach. There will be specified times where small group instruction is observed in the classrooms by the leadership team to check for fidelity of the plan. Teachers will also have the opportunity to observe each other to gain more knowledge and strategies for implementation. Lesson plans and student data (formative and summative) will also be components used to monitor for effectiveness.
Person Responsible	Charisse Ninah (charisse.ninah@ocps.net)

Activity #2	
Title	Increasing student literacy through text dependent questions (DPLC Year 2)
Rationale	Through participation in our District Professional Learning Community, student literacy will increase by focusing on text dependent questions. Literacy increases when students are taught strategies regarding text dependent questions. This includes creating, discussing and responding (both verbally and in written form) to text dependent questions.
Intended Outcome	There will be an increase in the number of students who are proficient and make learning gains according to school, district and state assessments.
Point Person	Christine Szymanski (christine.szymanski@ocps.net)
Action Step	
Description	The school DPLC team will participate in all DPLC sessions throughout the school year. The knowledge gained by the team will be shared with the school leadership team and then shared with the entire staff. The strategies and processes recommended will be researched and gradually embedded into classroom practice. There will be opportunities for job embedded PD to accompany each step/phase of the DPLC plan.
Person Responsible	Tomicka Cadogan (tomicka.cadogan@ocps.net)
Plan to Monitor Effectiveness	
Description	Implementation will be monitored to ensure each step/phase of the DPLC plan is carried out and capacity is being built within the instructional staff. Student outcomes will be monitored through school, district and state assessment data.
Person Responsible	Christine Szymanski (christine.szymanski@ocps.net)

Activity #3

Title	Build capacity in school staff to develop and maintain a culturally responsive environment
Rationale	Creating a culturally responsive school environment, diversity will be appreciated amongst staff, students and the community.
Intended Outcome	Having teachers intentionally plan for diverse activities forces them to think outside of the box and have a deeper understanding of other cultures. Displaying the work creates an excitement in students to share their cultures and embrace the differences of other cultures. By having students on the morning announcements, other students will want to participate and will be motivated to share their culture with teachers and peers. All of these activities bring more awareness and begins the process of creating an environment where diversity is discussed and appreciated.
Point Person	Christine Szymanski (christine.szymanski@ocps.net)

Action Step

Description	1: Assign an administrative lead to oversee and monitor MAO Initiatives. 2: Plan more classroom activities and lessons that are culturally inclusive and display the work in the halls on a regular basis. 3: Include students on the morning announcements to share about their culture throughout the year.
Person Responsible	Kathleen Ramsey (kathleen.ramsey@ocps.net)

Plan to Monitor Effectiveness

Description	a. Monthly progress monitoring meetings with initiative leads with quarterly reviews b. Provide actionable feedback to leads c. Ensure leads are accountable and meet deadlines d. Provide principal with bi-monthly updates
Person Responsible	Kathleen Ramsey (kathleen.ramsey@ocps.net)