

Orange County Public Schools

Lawton Chiles Elementary



2018-19 Schoolwide Improvement Plan

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Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

<https://lawtonchileses.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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
Gonzalez, Dennis	Principal
Phelps, Christy	Assistant Principal
Martinez, Lauren	Instructional Coach
Vanmali, Rajni	Instructional Coach
Bryant, Alysha	Teacher, K-12
Clemons, Michelle	Teacher, K-12
Buchanan , Emma	Guidance Counselor

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 discuss student data, plan professional development activities for teachers, and review teacher observations. The leadership team consists of Dennis Gonzalez - Principal; Christy Phelps - Assistant Principal; Michelle Clemons-CCT; Alysha Bryant - MTSS Coach; Lauren Martinez-Instructional Coach; Rajni Vanmali-Instructional Coach; Emma Buchanan-Guidance Counselor.

Dennis Gonzalez - (Principal) is the instructional leader of our school. He provides on-going support to staff and students. With his guidance and direction, the leadership team is able to find solutions to best support our students and teachers to reach success. He is an advocate for our school; he motivates and encourages staff, parents, and students to work collaboratively to achieve academic excellence. His primary goal is the all-around success of our students, staff, and school.

Christy Phelps - (Assistant Principal) has a variety of roles. The first and foremost is providing teachers with observations and feedback to improve their effectiveness in the classroom. She is in charge of discipline, facilities and emergency drills at our school and helps create a safe environment for all students. She provides support to students, staff, and parents. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.

Michelle Clemons - (Curriculum Compliance Teacher) is focused on ensuring students in the English for Speakers of Other Language (ESOL) program receive comprehensive instruction as well as

verifying compliance by maintaining files and coordinating testing. In addition, she provides teachers with non-evaluative observation feedback to support them in their growth. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.

Alysha Bryant - (MTSS Coach) is our MTSS Committee leader. She has a wide range of roles from maintaining our school data to coordinating school interventions. She also observes teachers during intervention to provide them with feedback on their strategies. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.

Lauren Martinez - (Reading Coach) - provides professional development opportunities for teachers, leads PLCs on lesson planning for the ELA block, oversees ELA common assessment creation, and leads data meetings. She provides teachers with non-evaluative observation feedback to support them in their growth. This role is monitored through discussions during the leadership team meeting and sharing at PLC meetings.

Rajni Vanmali- (Math Coach)- provides professional development opportunities for teachers, leads PLCs on lesson planning, oversees math common assessment creation, and leads math data meetings. She provides teachers with non-evaluative observation feedback to support them in their growth. This is monitored through discussions during the leadership team meetings and sharing at PLC meetings.

Emma Buchanan - (Guidance Counselor) offers classroom guidance and small group counseling throughout the school year on a variety of topics. She also works with SEDNET agencies to offer outside counseling for students upon parent request. This role is monitored through observations and discussions during leadership team meetings.

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	27	15	16	9	22	11	0	0	0	0	0	0	0	100
One or more suspensions	0	3	1	1	4	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	12	10	3	2	3	9	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	29	39	39	0	0	0	0	0	0	0	107

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	5	4	0	7	12	14	0	0	0	0	0	0	0	42

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	1	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected

Tuesday 7/17/2018

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	28	15	16	20	17	21	0	0	0	0	0	0	0	117
One or more suspensions	2	3	4	8	6	6	0	0	0	0	0	0	0	29
Course failure in ELA or Math	15	7	6	9	4	10	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	51	45	37	0	0	0	0	0	0	0	133

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	10	2	4	19	13	16	0	0	0	0	0	0	0	64

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	28	15	16	20	17	21	0	0	0	0	0	0	0	117
One or more suspensions	2	3	4	8	6	6	0	0	0	0	0	0	0	29
Course failure in ELA or Math	15	7	6	9	4	10	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	51	45	37	0	0	0	0	0	0	0	133

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	10	2	4	19	13	16	0	0	0	0	0	0	0	64

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 was ELA Lowest 25th Percentile with a score of 37%. This is a trend because for the last three years our ELA Lowest 25th Percentile has been declining.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was ELA Lowest 25th Percentile. This component dropped from 49% to 37% resulting in a 12% decrease this year.

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

The math learning gains component had the biggest gap. Lawton Chiles surpassed the state by 25% with a percentage of 74%.

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

The data component that showed the most improvement was Math Lowest 25th Percentile. Lawton Chiles increased this component from 47% to 71%. No, this is not a trend.

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

- Math data meetings after each common assessment to analyze data and identify gaps
- Planned re-teach lessons on standards not mastered
- Small group instruction and math workshops
- Extra support during math whole group instruction by coaches, ESE resources teachers, and leadership team

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	53%	56%	56%	61%	53%	52%
ELA Learning Gains	50%	55%	55%	56%	52%	52%
ELA Lowest 25th Percentile	37%	48%	48%	31%	42%	46%
Math Achievement	75%	63%	62%	63%	56%	58%
Math Learning Gains	84%	57%	59%	62%	54%	58%
Math Lowest 25th Percentile	71%	46%	47%	39%	41%	46%
Science Achievement	64%	55%	55%	48%	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	27 (28)	15 (15)	16 (16)	9 (20)	22 (17)	11 (21)	100 (117)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (2)	3 (3)	1 (4)	1 (8)	4 (6)	3 (6)	12 (29)
Course failure in ELA or Math	12 (15)	10 (7)	3 (6)	2 (9)	3 (4)	9 (10)	39 (51)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	29 (51)	39 (45)	39 (37)	107 (133)

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	39%	57%	-18%	58%	-19%
Same Grade Comparison		19%				
Cohort Comparison						
04	2018	39%	54%	-15%	56%	-17%
	2017	45%	57%	-12%	56%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
05	2018	50%	55%	-5%	55%	-5%
	2017	50%	51%	-1%	53%	-3%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	61%	15%	62%	14%
	2017	45%	63%	-18%	62%	-17%
Same Grade Comparison		31%				
Cohort Comparison						
04	2018	66%	62%	4%	62%	4%
	2017	61%	64%	-3%	64%	-3%
Same Grade Comparison		5%				
Cohort Comparison		21%				
05	2018	69%	59%	10%	61%	8%
	2017	66%	56%	10%	57%	9%
Same Grade Comparison		3%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	53%	6%	55%	4%
	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	5	28	29	34	65	64	11				
ELL	32	39	38	61	83	76	35				
BLK	58	55		78	86		54				
HSP	48	48	36	73	84	71	64				
WHT	67	61		82	83		64				
FRL	50	48	41	75	82	69	65				

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	12	39	41	21	39	31	25				
ELL	26	46	52	47	62	53	40				
BLK	51	56	50	59	74		53				
HSP	52	56	50	66	74	48	58				
WHT	43	44		63	63		53				
FRL	51	55	49	65	73	47	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 ELA Lowest 25th Percentile

Rationale ELA Lowest 25th Percentile declined 12% from 49% last year to 37% this year.

Intended Outcome ELA Lowest 25th Percentile will increase from 37% last year to 62% this year. (Division Priority: Narrow the achievement gaps)

Point Person Dennis Gonzalez (dennis.gonzalez@ocps.net)

Action Step

Description 1-Analyze the data to find the deficit. 2-Have teachers attend professional development on the deficit found. 3-Teachers practice the new strategies in the classroom. 4-Leadership team observes the new strategies during classroom walkthroughs.

Person Responsible Lauren Martinez (lauren.martinez@ocps.net)

Plan to Monitor Effectiveness

Description I-Observation feedback, leadership team discussions about walkthroughs, data meetings using common assessment results after each CRM, and PLC discussions

Person Responsible Christy Phelps (christy.phelps@ocps.net)

Activity #2

Title DPLC/ELA Learning Gains

Rationale ELA Learning Gains decreased 5% from 55% last year to 50% this year.

Intended Outcome ELA Learning Gains will increase from 50% to 62%. (Division Priority: Narrow the achievement gaps)

Point Person Dennis Gonzalez (dennis.gonzalez@ocps.net)

Action Step

Description 1-Analyze the data to determine the deficit. 2-Professional Development for teacher on the deficit. 3- Teachers practice the new strategies in the classroom. 4-The Leadership team conducts walkthroughs to observe the new strategies in the classrooms.

Person Responsible Lauren Martinez (lauren.martinez@ocps.net)

Plan to Monitor Effectiveness

Description I-Observation feedback, leadership team discussions about walkthroughs, data meetings using common assessment results after each CRM, and PLC discussions

Person Responsible Christy Phelps (christy.phelps@ocps.net)

Activity #3	
Title	Culturally Responsive Plan
Rationale	To increase student achievement, we need stronger teacher-student relationships and more parental involvement and support.
Intended Outcome	To create culturally responsive classrooms with increased parental involvement and support and strong teacher-student relationships. Use AdvancEd survey feedback from all school stakeholders to ensure continuous focus school-wide regarding cultural responsiveness. (Division Priority: Narrow the achievement gaps)
Point Person	Christy Phelps (christy.phelps@ocps.net)

Action Step	
Description	1-Assign an administrator to oversee and monitor MAO Initiatives 2-Match classroom instruction to cultural norms for social interaction to enhance students' social skills development and problem-solving ability. 3-Help parents gain cultural capital-the skills to negotiate the education system and knowledge of the norms of behavior that govern schools.
Person Responsible	Christy Phelps (christy.phelps@ocps.net)

Plan to Monitor Effectiveness	
Description	Monthly progress monitoring meetings with initiative leads with quarterly reviews, provide actionable feedback to leads, ensure leads are accountable and meet deadlines, provide principal with bi-monthly updates
Person Responsible	Christy Phelps (christy.phelps@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.

Lawton Chiles builds positive relationships with parents by maintaining high levels of communication and offering parent involvement activities through the year. We provide each student with a free agenda to facilitate daily communication between the parent and teacher. Spanish translation is always available when needed. Parent involvement activities are offered monthly at varying times for parents to learn strategies to help their child throughout the year. We also offer activities throughout the year for parents to come in and view student projects and progress. Flyers are sent home in advance and Connect Ed phone calls are made by administration to alert and remind parents of upcoming events and report card and progress report dates.

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.

Lawton Chiles Elementary meets the emotional needs of students through various avenues. We offer classroom guidance and small group counseling throughout the school year on a variety of topics with our guidance counselor. Students also have access to our behavioral support team and social skills classes if needed with our behavior specialist and behavior tech. Individual counseling is also available through SEDNET counseling agencies upon parent request. Our SEDNET agencies offer in school and in home mental health, behavioral and case management services. We have also partnered with Alternative Directions, a SEDNET agency, to provide free parenting classes to assist parents with strategies to improve the parent child relationship.

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

In order to help prepare our incoming students and parents for Kindergarten, we provide our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with baseline data on how well their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to walk their children to the classroom on the first day of school. Parents are also invited to Meet the Teacher and Open House.

Each Friday, our staff is encouraged to wear a shirt from a college or university. Our hallways are designated with the names of various colleges and universities. Fifth grade students will take a field trip to Valencia College so that they can have the experience of being on a college campus. Fifth grade students visit Legacy Middle and Union Park Middle in the Spring to take a tour. Also, students are provided lists of middle school course offerings and extracurriculars, and given contact information for guidance counselors and summer activities offered at the middle school for incoming sixth-graders.

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.

Lawton Chiles follows district procedures regarding hiring of personnel and use of adopted curriculum materials. In order to meet the needs of all students and maximize outcomes, teachers in grades 5 are departmentalized. Teachers are grouped in subject area pairs; 1 ELA teacher, and 1 Math/Science teacher. The bottom 30% of all students have been identified using prior year's FSA data and Benchmark/Common assessments. The individual instructional plans for these students are being created and monitored by teachers and the leadership team. The bottom 30% of students will receive afternoon tutoring in reading and math along with enrichment. Tutoring funds and tutoring materials are paid for using Title I dollars. K-5 students receive Tier 2 and 3 interventions from highly qualified teachers.

Title 1, Part A

Lawton Chiles Elementary is a Title I school, therefore we receive additional federal funding for use with high needs students. The majority of our Title I budget is used to fund staff positions: Instructional Coaches and Curriculum Resource Teacher. These teachers provide whole and small group instruction and instructional support in all curriculum areas as appropriate. They provide professional development as identified in our SIP. The remainder of the funds are used for staff development, instructional materials, tutoring, enrichment clubs (Chess Club, Mathletes, Battle of the Books, National Elementary Honor Society, STEM Enrichment groups-Top 25%) and parental involvement activities.

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

Lawton Chiles Elementary has a partnership with Valencia Community College. Students from Valencia volunteer at Lawton Chiles to assist teachers with increasing student achievement.

Lawton Chiles will participate in the Latinos in Action Program (LIA) with Legacy Middle School. LIA empowers Latino youth to lead and strengthen their community through college and career readiness. An LIA course is added to the master schedule and students are selected to participate, developing leadership skills and building efficacy to improve attendance, behavior and grades. Embedded in the LIA curriculum are service learning projects and mentoring of younger students at elementary schools.

Lawton Chiles Elementary students are a part of the University High School feeder pattern. The UHS Comprehensive Guidance Plan includes the activities for students' course selections, exploration of collegiate and employment opportunities through small group and large group activities such as college visits, Teach In, scholarship night, and parental outreach through the school website and newsletter. UHS utilizes the AVID strategies in all classes but particularly with the targeted student segment that take the AVID class. AVID classes start by providing a student the understanding of what college is and what is needed to attend. In the middle stages of AVID, students work on sharpening their skills to make sure that they are college and career ready. In the final stages of AVID, students are assisted with applications and acceptance to colleges and universities. The AVID program data shows an increase in college/university acceptance from year to year, and continues to grow.

Part V: Budget

Total:	\$40,000.00
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