

Polk County Public Schools

Chain Of Lakes Elementary School



2018-19 Schoolwide Improvement Plan

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Chain Of Lakes Elementary School

7001 STATE HIGHWAY 653, Winter Haven, FL 33884

<http://schools.polk-fl.net/chainoflakes>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

We believe each child is unique and has potential. We believe it is our responsibility to instill in each child the ability to think critically, work cooperatively, pursue knowledge, respect others and make responsible healthy choices.

Provide the school's vision statement.

Chain of Lakes Elementary is a family partnership committed to excellence. We expect everyone to cooperatively acquire the skills and knowledge necessary to become successful lifelong learners and productive citizens with respect for themselves, others and the world around them.

School Leadership Team

Membership

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

Name	Title
Duncan, Victor	Principal
Nelson, Suzie	Assistant Principal
Ford, Beth	Assistant Principal
Linn, Heather	Instructional Coach
Palmer, David	Instructional Technology
Nottage, Laveria	School Counselor
Morse, Marie	Other
Drehmer, Melissa	Other
Schonrock, Amanda	Dean
Bilbrey, Danielle	Instructional Coach
Frost, Laura	School Counselor
Albritton, Shawn	Instructional Media
Brock, Jackie	Administrative Support

Duties

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

School Administrators: discuss district and school initiatives, upcoming school/district events; discuss question or concerns of stakeholders etc.

Duncan, Victor

Ford, Beth

Nelson, Suzie

Instructional Coaches: discuss grade level trend data, share information from coaches meetings, teacher academic needs or concerns

Billbrey, Danielle
Linn, Heather

Network Manager: discuss the integration of technology in instruction, current network/equipment updates or information, share information from network manager meetings, teacher/school technology needs or concerns
Palmer, David

LEA/ELL Teacher: discuss resources and initiatives for our SWD and ELL students, trend data for SWD and ELL students, share information from district meetings, teacher/student needs or concerns
Drehmer, Melissa
Morse, Marie

Media Specialist: discuss student trend data on AR, teacher trend data, needs or concerns of stakeholders
Albritton, Shawn

Administrative Support: discuss Title I events and protocols, school finances etc.
Brock, Jackie

School Counselors: discuss student trends in the MTSS process, upcoming observations/meetings for 504's, social-emotional program initiatives, information from district meetings
Frost, Laura
Dos Santos, Laveria

Dean: discuss PBIS trend data, student behavior progress, BIP's in progress etc.
Schonrock, Amanda

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	43	33	35	47	23	34	0	0	0	0	0	0	0	215
One or more suspensions	1	1	1	2	2	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	58	56	80	0	0	0	0	0	0	0	194

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	0	0	0	0	0	0	0	0	0	

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	6	2	9	14	0	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	11	10	10	15	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	27	32	0	0	0	0	0	0	0	62

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	4	5	0	0	0	0	0	0	0	9

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	15	11	10	10	15	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	27	32	0	0	0	0	0	0	0	62

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	4	5	0	0	0	0	0	0	0	9

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?

Fourth Grade Writing, Yes

Which data component showed the greatest decline from prior year?

Bottom Quartiles Learning Gains in Math

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

Student w/Disabilities, English Language Learners

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

Science, No

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

Departmentalize Teachers

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	67%	50%	56%	66%	48%	52%
ELA Learning Gains	64%	51%	55%	63%	49%	52%
ELA Lowest 25th Percentile	54%	45%	48%	60%	42%	46%
Math Achievement	75%	58%	62%	73%	54%	58%
Math Learning Gains	67%	56%	59%	64%	52%	58%
Math Lowest 25th Percentile	47%	44%	47%	50%	41%	46%
Science Achievement	68%	53%	55%	62%	46%	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	43 (15)	33 (11)	35 (10)	47 (10)	23 (15)	34 (13)	215 (74)
One or more suspensions	1 (0)	1 (0)	1 (0)	2 (0)	2 (0)	1 (0)	8 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (3)	56 (27)	80 (32)	194 (62)

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	62%	51%	11%	57%	5%
	2017	67%	53%	14%	58%	9%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	61%	48%	13%	56%	5%
	2017	70%	51%	19%	56%	14%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				
05	2018	68%	50%	18%	55%	13%
	2017	66%	44%	22%	53%	13%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	56%	16%	62%	10%
	2017	74%	58%	16%	62%	12%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	70%	57%	13%	62%	8%
	2017	82%	60%	22%	64%	18%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				
05	2018	70%	56%	14%	61%	9%
	2017	73%	47%	26%	57%	16%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	62%	51%	11%	55%	7%
	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	29	57	60	35	48	34	30				
ELL	55	69	54	65	61	46	46				

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
ASN	87			93							
BLK	64	59	57	61	54	31	39				
HSP	59	64	61	65	59	43	51				
MUL	53	45		67	55						
WHT	72	66	46	84	75	64	82				
FRL	59	57	58	69	61	45	59				
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	27	44	45	40	62	59	5				
ELL	43	61	58	61	80	76	25				
ASN	82			100							
BLK	55	75	65	67	75	46	27				
HSP	58	63	59	71	87	81	47				
MUL	71			86							
WHT	81	79	65	87	83	67	62				
FRL	60	67	53	71	78	65	38				

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 4th Grade Writing (K-5)
Rationale 75% of our students are not proficient in writing.

Intended Outcome Increase the number of proficient writing students from 25% to 50%.

Point Person Danielle Bilbrey (danielle.bilbrey@polk-fl.net)

Action Step

Description

- *Reading Coach will provide a professional development on the writing process with the fourth-grade teachers.
- Teachers will breakdown-targeted standards for writing type.
- Reading Coach and teachers will create a timeline for each piece of the writing process. (practice/editing and assessment)
- writing across all content areas
- *Reading Coach/Administrators will conduct implementation walk-throughs, providing immediate feedback.
- *Reading Coach/Administrators collect/analyze/provide feedback on student artifacts.
- Purchase supplies, agendas, scanner, technology, ink for family nights and educational services from Orlando Science Center in order to communicate and provide families with support with their child’s education.
- Purchase Ready FL Reading and Math materials to help support core instruction and remediate students areas of deficiencies.
- Purchase K-5 Weekly Units in order to supply students with the opportunity to interact with ELA standards.
- Literacy Coach will collaborate with teachers during curriculum planning to ensure instructional lessons are aligned with the standards and depth of the standards.

Person Responsible Danielle Bilbrey (danielle.bilbrey@polk-fl.net)

Plan to Monitor Effectiveness

Description

- Lesson Plans
- Walkthroughs
- Scheduled Walkthroughs
- Evidence of Feedback
- Scheduled Artifact Review
- Summary of Student Performance
- Scheduled Coaching Logs
- Feedback Logs

Person Responsible Victor Duncan (victor.duncan@polk-fl.net)

Activity #2	
Title	ESE ELA Student Proficiency
Rationale	ESE students demonstrate a large gap in proficiency as compared to regular education students. 31% vs. 68%
Intended Outcome	Increase the number of proficient ESE students in ELA to 39%. (+5 students)
Point Person	Suzie Nelson (suzie.nelson@polk-fl.net)
Action Step	
Description	<ul style="list-style-type: none"> -Creating student contact schedule for Inclusion Teachers with a focus during small group instruction and planning block alignment with assigned grade level. -Provide classroom teachers with a professional development on effective techniques to meet all student-learning needs. (scaffolding) -Use progress monitoring data to determine student learning gaps and problem solve avenues to address them. -Continue with effective core instruction -Purchase supplies, agendas, scanner, technology, ink for family nights and educational services from Orlando Science Center in order to communicate and provide families with support with their child's education. -Purchase Ready FL Reading and Math materials to help support core instruction and remediate students areas of deficiencies. -Purchase K-5 Weekly Units in order to supply students with the opportunity to interact with ELA standards. -Literacy Coach will collaborate with teachers during curriculum planning to ensure instructional lessons are aligned with the standards and depth of the standards. -Attend the Exceeding Expectations Conference to collaborate with schools in discovering instructional best practices for ELA.
Person Responsible	Suzie Nelson (suzie.nelson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> Walkthroughs Scheduled PD Scheduled Data Analysis Work Session
Person Responsible	Suzie Nelson (suzie.nelson@polk-fl.net)

Activity #3	
Title	ELL ELA Student Proficiency
Rationale	ELL students demonstrate a large gap in proficiency as compared to regular education students. 27% vs. 68%
Intended Outcome	Increase the number of proficient ELL students in ELA to 41%. (+3 students)
Point Person	Suzie Nelson (suzie.nelson@polk-fl.net)
Action Step	
Description	<ul style="list-style-type: none"> -Creating student contact schedule for ELL teacher with a focus during small group instruction and planning block alignment with assigned grade level. -Provide classroom teachers with a professional development on effective techniques to meet all student-learning needs. (scaffolding) -Use progress monitoring data to determine student learning gaps and problem solve avenues to address them. -Continue with effective core instruction -Purchase supplies, agendas, scanner, technology, ink for family nights and educational services from Orlando Science Center in order to communicate and provide families with support with their child's education. -Purchase Ready FL Reading materials to help support core instruction and remediate students areas of deficiencies. -Purchase K-5 Weekly Units in order to supply students with the opportunity to interact with ELA standards. -Literacy Coach will collaborate with teachers during curriculum planning to ensure instructional lessons are aligned with the standards and depth of the standards. -Attend the Exceeding Expectations Conference to collaborate with schools in discovering instructional best practices for ELA.
Person Responsible	Suzie Nelson (suzie.nelson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> Walkthroughs Scheduled PD Scheduled Data Analysis Work Session
Person Responsible	Suzie Nelson (suzie.nelson@polk-fl.net)

Activity #4	
Title	Bottom Quartile Students for ELA and Math
Rationale	46% of our bottom ELA quartile students did not make learning gains. 53% of our bottom mathematics quartile students did not make learning gains.
Intended Outcome	Increase bottom ELA quartile students making learning gains from 54% to 60%. Increase bottom mathematics quartile students making learning gains from 47% to 57%.
Point Person	Heather Linn (heather.linn1@polk-fl.net)

Action Step	
Description	<ul style="list-style-type: none"> -Continue with effective core instruction. -Provide classroom teachers with a professional development on effective techniques to meet all student-learning needs. (scaffolding) -Use progress monitoring data to determine student learning gaps and problem solve avenues to address them. -Purchase supplies, agendas, scanner, technology, ink for family nights and educational services from Orlando Science Center in order to communicate and provide families with support with their child's education. -Purchase Time Bait as a supplemental math resource to help build foundational skills. -Purchase Ready FL Reading and Math materials to help support core instruction and remediate students areas of deficiencies. -Our Mathematics and Literacy Coach will collaborate with teachers during curriculum planning to ensure instructional lessons are aligned with the standards and depth of the standards. -Attend the Exceeding Expectations Conference to collaborate with schools in discovering instructional best practices for ELA.
Person Responsible	Beth Ford (beth.ford@polk-fl.net)

Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> -Walkthroughs -Scheduled Professional Development -Scheduled Data Analysis Work Sessions
Person Responsible	Victor Duncan (victor.duncan@polk-fl.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, Â§ 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.

Chain of Lakes Elementary promotes a parent night for each grade level to encourage parental involvement and build positive relationships with our families. We provide our mission and vision through our school website and send monthly newsletters with upcoming events and information. Teachers

submit monthly communication logs, which reflect conferences, phone calls, and notes written to keep parents informed of their child's progress. Grade levels send weekly and/ bi-monthly news informing parents of standards assessed, homework/ classwork, as well as school-wide dates and events.

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.

Through an open line of communication between the staff, families and the school counselor we are able to identify students needing additional attention due to social-emotional needs. Additionally, students are able to self-refer, and the counselors are highly visible on campus. The counselors work in conjunction with the LEA, school psychologist and school social worker to provide for student needs. Information regarding outside agencies providing on-going counseling or financial assistance are available through the school counselor as well. The district's Crisis Intervention Team assessment tools are used by the counselor when students are expressing a desire to harm themselves or others. In addition, our school's news program features vignettes related to character development that allows students to gain skills in relating to others.

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

- Our school offers a Kindergarten round-up as well as an orientation night.
- Articulation meetings are held at the end of the school year for Students with Disabilities and Gifted Students. A representative from the middle school, where the student will attend, is invited to participate. The representative will share the services offered at their school and then the team will determine the services needed by the student based on data.
- Middle school guidance counselors are invited to speak to groups of 5th-grade students attending the various sites for 6th grade. Students are given the opportunity to tour the schools as well.
- Middle School Night is an event designed to bring all local middle schools, in the surrounding area, together to display and share with families the opportunities/specialized curriculums available at their school sites that may be of interest to the student.

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.

- School leadership identifies and aligns all available resources (personnel, instructional, curricular) by district personnel allocations and FTE funds. Additional resources are provided by parent/teacher organization based on the needs to improve student achievement school-wide.
- HEARTH: school counselors, office staff, and teachers work collaboratively to identify students qualified to receive HEARTH services
 - ELL: ELL TRST meets with school based ELL teacher monthly to view data and discuss the needs of students and teachers
 - ESE: counselors, school psychologist, and SLP meets monthly to discuss and analyze students being monitored for staffing or additional support needed by classroom teacher

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

Chain of Lakes Elementary has deep ties to the community in which it resides. This community includes many retired professionals that are willing to come and mentor our students. Our school participates annually in the Great American Teach-In initiative to help bring awareness to professional jobs within the students' community. Our school also participates in Post Secondary Education Week where students are exposed to various avenues to pursue education after high school graduation.

Part V: Budget

Total:	\$0.00
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