

Orange County Public Schools

Lake Gem Elementary



2018-19 Schoolwide Improvement Plan

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Lake Gem Elementary

4801 BLOODHOUND ST, Orlando, FL 32818

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

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	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	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	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
Brown, LaTonya	Principal
Campbell, Kimberly	Instructional Coach
Smith, Christine	Assistant Principal
Daly, Simone	Instructional Coach
Stormer, Aaron	Instructional Coach
Anderson, Kimberly	Instructional Coach
Hodges, Krystal	Instructional Coach

Duties

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

Principal and Assistant Principal:

Monitor implementation of instructional strategies, observe and provide feedback on teacher instruction and progress monitor student achievement. Additionally, the principal and assistant principal meet regularly to review, collaborate, plan and make decisions with the instructional coaches aligned to the below duties and responsibilities.

Instructional Coaches:

*Provide professional development, analyze data, provide peer coaching support and peer observation feedback, assist with small group instruction, and facilitate common planning.

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	8	14	20	18	23	7	0	0	0	0	0	0	0	90
One or more suspensions	5	5	11	21	18	11	0	0	0	0	0	0	0	71
Course failure in ELA or Math	3	14	5	2	14	7	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	43	52	52	0	0	0	0	0	0	0	147

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	6	4	19	32	16	0	0	0	0	0	0	0	77

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	1	5	1	0	0	0	0	0	0	0	7

Date this data was collected

Thursday 7/26/2018

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	17	15	17	13	2	18	0	0	0	0	0	0	0	82
One or more suspensions	7	3	19	8	18	31	0	0	0	0	0	0	0	86
Course failure in ELA or Math	11	12	18	9	6	21	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	19	17	16	0	0	0	0	0	0	0	52

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	7	4	9	12	12	34	0	0	0	0	0	0	0	78

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	17	15	17	13	2	18	0	0	0	0	0	0	0	82
One or more suspensions	7	3	19	8	18	31	0	0	0	0	0	0	0	86
Course failure in ELA or Math	11	12	18	9	6	21	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	19	17	16	0	0	0	0	0	0	0	52

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	7	4	9	12	12	34	0	0	0	0	0	0	0	78

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 Math lowest 25% learning gains with only 19% making learning gains. This is an inconsistent trend as the 16-17 data indicated 40% of the lowest 25% made learning gains and the 15-16 data indicated 11% of the lowest 25% made learning gains.

Which data component showed the greatest decline from prior year?

The Math lowest 25% learning gains data component showed the greatest decline from the prior year. Only 19% of the lowest 25% made learning gains which was a 21 percentage point decrease.

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

When compared to the state average, the math lowest 25% learning gain data component had the biggest gap of 28 percentage points with 47% of the state's lowest 25% making learning gains and 19% of the school's lowest 25% making learning gains.

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

The science data showed the most improvement with a 14 point increase. However, the trend data for school years 15-16 and 14-15 were 44% and 45% respectively.

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

The actions taken to increase the science data were teachers reviewing prior grade level standards, providing push-in small group support for students, providing co-taught opportunities to build teacher capacity, progress monitoring student assessment data for reteach, providing instructional resources aligned to Florida standards and incorporating lab rotations.

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	42%	56%	56%	39%	53%	52%
ELA Learning Gains	50%	55%	55%	43%	52%	52%
ELA Lowest 25th Percentile	52%	48%	48%	38%	42%	46%
Math Achievement	50%	63%	62%	46%	56%	58%
Math Learning Gains	39%	57%	59%	29%	54%	58%
Math Lowest 25th Percentile	19%	46%	47%	11%	41%	46%
Science Achievement	41%	55%	55%	44%	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	8 (17)	14 (15)	20 (17)	18 (13)	23 (2)	7 (18)	90 (82)
One or more suspensions	5 (7)	5 (3)	11 (19)	21 (8)	18 (18)	11 (31)	71 (86)
Course failure in ELA or Math	3 (11)	14 (12)	5 (18)	2 (9)	14 (6)	7 (21)	45 (77)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	43 (19)	52 (17)	52 (16)	147 (52)

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	45%	55%	-10%	57%	-12%
	2017	42%	57%	-15%	58%	-16%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	42%	54%	-12%	56%	-14%
	2017	33%	57%	-24%	56%	-23%
Same Grade Comparison		9%				
Cohort Comparison		0%				
05	2018	33%	55%	-22%	55%	-22%
	2017	35%	51%	-16%	53%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	61%	-7%	62%	-8%
	2017	64%	63%	1%	62%	2%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	46%	62%	-16%	62%	-16%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-18%				
05	2018	42%	59%	-17%	61%	-19%
	2017	32%	56%	-24%	57%	-25%
Same Grade Comparison		10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	53%	-15%	55%	-17%
	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	25	46	43	25	22	7					
ELL	38	51	43	52	38		29				
BLK	40	49	50	48	37	14	33				
HSP	50	62		57	48		68				
WHT	40										
FRL	40	48	51	49	38	16	41				
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	6	40	33	22	40						
ELL	26	36	47	53	46	53	14				
BLK	35	45	42	48	47	45	27				
HSP	40	37		44	40		19				
WHT	50	71		38	50						
FRL	37	45	44	48	47	41	27				

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	Narrow Achievement Gaps in MA, ELA & SC
Rationale	For each of the assessed content areas, the percentage represents the percent of students scoring at proficiency: ELA - 42%, MA - 50% and SC - 41%. Percent of students making learning gains in ELA was 50% and 39% in MA. Percent of students in the bottom 25% making learning gains in ELA was 52% and 19% in MA.
Intended Outcome	<p>The math learning gains for the lowest 25% will increase from 19% to 45%. Math learning gains will increase from 39% to 45%. The reading learning gains for the lowest 25% will increase from 52% to 55%. Reading learning gains will increase from 50% to 55%. Proficiency in Reading will increase from 42% to 50%. Proficiency in Math will increase from 50% to 55%. Proficiency in Science will increase from 41% to 50%.</p>
Point Person	Simone Daly (simone.daly@ocps.net)
Action Step	
Description	<p>1. Provide teachers with common planning time facilitated by a leadership team member (coach or administration) to build standards-based lessons. (Roux, Daly and Stormer) -Teachers will be provided with common planning days developed and facilitated by the school-based leadership team. (Brown and Smith) -Teachers will have opportunities for additional paid planning before/after school or on Saturdays based on grade level needs. (Brown and Smith) -School leadership team will develop a PLC agenda/facilitator guide for consistency of PLCs in all content areas. (Brown and Smith) -Create an instructional focus calendar (IFC) for all content areas. (Roux, Daly and Stormer)</p> <p>2. DPLC site team members will facilitate the growth and development of teachers with the understanding of the close reading strategies. (DPLC Site Team) -Provide teachers with professional development on close reading strategies. (Brown and DPLC Team) -DPLC site team will meet monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity. -The leadership team will monitor implementation of strategies using a walkthrough tool. The leadership team will provide teachers with actionable feedback on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies. (Brown and Smith)</p> <p>3. Instructional monitoring, feedback and coaching will occur based on student data trends and classroom walkthrough observational data. (Brown and Smith) -Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. (Brown and Smith) -School-based leadership team members will collaborate to analyze data and tier teachers for targeted coaching support. (Brown, Smith, Campbell, Roux, Daly and Stormer) -Monitor student data weekly with a strategic focus on student subgroups. (Brown, Smith and Anderson) -Professional development opportunities will be offered to all staff members based on areas for growth. (Sample topics: academic/interactive notebooks, number talks/Math Solutions and instructional best practices, Ron Clark/Kagan Structures) -Conduct data meetings with teachers and students. (Brown and Smith)</p>

- i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and the leadership team will analyze the data for predicted proficiency and student growth.
- 4. Develop an incentive program to promote and encourage literacy and reading to learn. (Campbell, Roux and Hudson)
 - Design ongoing acknowledgement focused on students reading.
- 5. Hire additional support staff (interventionist, paras and tutors) to support intervention or enrichment of selected students. (Brown and Smith)
- 6. Incorporate literacy strategies into the special area contents (PE, Music, ART).
- 7. Incorporate a literacy component in Parent workshops to improve school-home connection/focus on literacy. (Roux, Campbell and Garcia)
- 8. Incorporate writing to learning K-5 utilizing the Write Score program to monitor student growth. (Campbell)
- 9. Build small group structures for math instruction. (Brown, Smith, Daly and Teachers)
 - Incorporate school-wide centers based on an identified areas of need.
 - Model the use of mathematical practices for problem solving.
 - Provide examples of close reading strategies in math during planning sessions.
 - Provide pre-teaching of standards in tutoring and math intervention block.
- 10. According to the BPIE - Best Practices for Inclusive Education - analysis, the following are areas will be a focus; the school staffing specialist and MTSS coach will facilitate implementation.
 - Domain: Leadership and Decision-Making - 3. The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs and 15. School leaders provide job-embedded PD for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.
 - Domain: Instruction and Student Achievement - 24. There is a school-wide approach for planning and implementing universal design for Learning across all instructional and non-instructional school contexts.

Person Responsible Simone Daly (simone.daly@ocps.net)

Plan to Monitor Effectiveness

Principal and AP will attend grade-level common planning sessions weekly. During this time, lesson plan development will be monitored to ensure standards-based instruction is planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

Description

The leadership team will monitor implementation of lessons using a walk-through tool. The leadership team will be provide teachers with actionable feedback on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies. The leadership team will calibrate scoring to ensure consistent high-expectations in leadership meetings monthly. Teachers will be tiered based on experience, capacity and historical data. (Tier 1: proficient teachers, Tier II: emerging teachers, Tier III: new to teaching, new to the school, teachers who need more support) Tier I teachers will receive at least 1 classroom walk-through a week. Tier II teachers will receive at least 2 classroom

walkthroughs a week. Tier III teachers will receive at least 3 classroom walkthroughs a week.

The principal will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and the leadership team will analyze this data for predicted proficiency and student growth.

Agendas and sign-in sheets during professional development and PLCs.

**Person
Responsible**

LaTonya Brown (latonya.brown@ocps.net)

Activity #2	
Title	Increase Cultural Responsiveness
Rationale	For each of the assessed content areas, the percentage represents the percent of students scoring at proficiency: ELA - 42%, MA - 50% and SC - 41%. Percent of students making learning gains in ELA was 50% and 39% in MA. Percent of students in the bottom 25% making learning gains in ELA was 52% and 19% in MA. According to walkthrough data, most students are observed being compliant rather than actively engaged in the learning process.
Intended Outcome	The math learning gains for the lowest 25% will increase from 19% to 45%. Math learning gains will increase from 39% to 45%. The reading learning gains for the lowest 25% will increase from 52% to 55%. Reading learning gains will increase from 50% to 55%. Proficiency in Reading will increase from 42% to 50%. Proficiency in Math will increase from 50% to 55%. Proficiency in Science will increase from 41% to 50%.
Point Person	Ranita Brown (ranita.brown@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide Culturally Responsive Professional Development (Brown, Smith and Coaches) <ul style="list-style-type: none"> -Use ECPO Checklist -Provide Feedback -Monitor Implementation of Feedback -Communicate clear alignment to teacher evaluation and student achievement 2. Conduct Summer Home Visits and Build Positive Relationships w/Parents and Students (Teacher Volunteers, R. Brown, Anderson and Garcia) <ul style="list-style-type: none"> - Provide Parent Brochure w/ways to engage in school/Provide Positive Communication throughout school year 3. Provide Professional Development on rigor and engagement. (Brown and Smith) <ul style="list-style-type: none"> -Send teachers to the Ron Clark Academy -Provide teachers an overview of the professional development -Determine and implement a school-wide house system -Incorporate music, chant, dance engagement activities with lessons.
Person Responsible	Aaron Stormer (donald.stormer@ocps.net)
Plan to Monitor Effectiveness	
Description	The leadership team will monitor classroom engagement with the walkthrough tool. Provide teacher feedback on engagement of students. Conduct and analyze student and parent Advanced Ed Survey data. Analyze student achievement data. Determine steps for professional development.
Person Responsible	Christine Smith (christine.smith@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, 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.

To build positive relationships with parents, families and other community stakeholders to fulfill the school's mission and support the needs of the students, the school will provide parent workshops. These workshops will be facilitated by the parent engagement liaison. The community stakeholders will also be provided access to technology skills courses; it is also planned to have courses offered for parents who want to increase their English proficiency. Additionally, teacher volunteers will conduct parent home visits prior to the start of the school year and throughout if needed to build positive relationships; all teachers will make contact to families during pre-planning.

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.

Lake Gem Elementary provides counseling support and social service referrals for identified students and students in crisis, as needed. These services target three domains: academic, personal/social and behavior. The services help students resolve emotional, social and/or behavioral problems and help them develop a clear focus or sense of direction. Students participate in effective counseling programs as counseling services are important to the school's climate and in improving student achievement. The school counselor provides individual, small group and class guidance lessons. In addition, Lake Gem Elementary provides a mentoring program for students who demonstrate discipline, academic and social challenges through Young Lives Matters. Students set two goals and make a commitment along with parents to accomplish their goals.

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

During the end of the school year, parents of incoming kindergartners are invited to the Kindergarten Round up and Informational meeting. Parents meet in a kindergarten classroom where the teachers walk the parents through a typical day. During the summer, teachers invited students for a pre-kindergarten assessment. Parents are students are invited to Meet the Teacher during pre-planning. In addition, on the first day of school, parents are invited for a Boo Hoo Breakfast and are allowed to walk their child to class. During the first week of school, the kindergarten teachers escort the students from their GEMS morning supervision area and take them on a school tour.

As the 5th grade students transition to middle school, they receive a visit from their zoned middle school counselor to discuss class schedules and middle school life and also take a field trip to visit their zone middle school for an orientation and tour. The administrator and school counselor also discuss the needs of specific students to ensure that interventions are place for the upcoming school year.

The VPK and ESE Pre-K teachers help young learners by giving them early language development. Children are given explicit instruction in vocabulary through read alouds to allow for many opportunities in communication.

Preschool teachers:

- *Group activities to build language skills
- *Provide opportunities for self-directed activities
- *Encourage communication by providing prompts when children need help in expressing themselves
- *Use open-ended questions that have multiple answers to support the use of language development

Literacy strategies are developed by using interactive storybook reading or pretend reading and writing, using games and other activities to help children identify the letters of the alphabet, and interactive experiences with language through poems, nursery rhymes and songs. Sometimes videos are used to further develop literacy for assistance in retaining new literacy skills.

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.

Title I, Part A

Lake Gem Elementary is a Title I school that receives additional federal funding to provide additional instructional programs and resources for students. Title I funds are used to fund reading, math, and science resource teachers. Title I funds also provide additional curriculum materials and instructional resources. All staff members and resources purchased using Title I funds are used directly for the benefit of the varying needs of our identified at-risk students. A portion of our Title I funds are allocated to defray the cost of staff development and parental involvement activities.

Title II

Title II funds are used to provide professional development in the area of math and reading. All instructional staff receive professional development using online math and reading programs. Teachers have opportunities to analyze data and participate in extensive planning using Professional Learning Communities. In addition, funds are used to provide teachers vertical alignment and common planning opportunities.

SAI

Supplemental Academic Instruction funds are used to pay certified teachers to provide extended learning intensive instruction outside the teacher's contracted time during after school tutoring. Teachers work with students who are identified as below grade level, bubble students, or as a member of a subgroup in the area of reading.

SAC/PTA

The SAC and PTA committees are involved in the decision making process when providing funds professional development needs and student academic resources.

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

In all grade levels, teachers hold students accountable for their data and understanding their progress toward achieving educational goals. The Young Lives Matters mentees participate in career interest survey and activities revolving around their career choices. Students will participate in the Orlando Technical College field trip. Each Friday is College/Career Day; staff and students are encouraged to wear college t-shirts and careers are highlighted on the morning announcements.

Part V: Budget

Orange - 0241 - Lake Gem Elementary - 2018-19 SIP
Lake Gem Elementary

Total:	\$90,000.00
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