Lucious And Emma Nixon Academy Charter

2019-20 Schoolwide Improvement Plan

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Lucious And Emma Nixon Academy Charter

1780 MERCY DR, Orlando, FL 32808

https://nixonacademyorlando.org/

Demographics

Principal: Deidre Law

Start Date for this Principal: 7/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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 KG-5	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2018-19
Grade	D

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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.

The mission of Lucious & Emma Nixon Academy Charter School is to foster pride in all students by achieving an optimum level of development and mastery in the cognitive, effective, and psychomotor domains through the STEAM education model.

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	Job Duties and Responsibilities
Harp, Melanie	Principal	Perform classroom walk-throughs to manage instructional support and alignment of professional learning. Collaborate with teachers to ensure that achievement gaps are identified and capable of closing gaps amongst all sub-groups. Monitor data of all students and hold meetings with all instructional staff to support all students. Responsible for compliance and supports for ELL and ESE students through visits and monitoring their progress. Provide instructional coaching and mentoring for staff to support and grow teachers' pedagogy.
Law, Deidre	Dean	Perform classroom walk-throughs to monitor and manage classroom instruction and behavior. To provide support as needed and to collaborate with teachers and staff to ensure that achievement gaps are closing amongst the students.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	34	35	34	17	11	0	0	0	0	0	0	0	159
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	4	0	2	4	1	0	0	0	0	0	0	0	13
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	0	2	4	1	0	0	0	0	0	0	0	13

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	3	3	1	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
7

Date this data was collected or last updated
Monday 10/28/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	2	3	0	4	2	0	0	0	0	0	0	0	0	11
One or more suspensions	2	0	0	4	0	0	0	0	0	0	0	0	0	6
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	7	5	2	0	0	0	0	0	0	0	14

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	0	5	2	0	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	28%	57%	57%	0%	54%	55%
ELA Learning Gains	45%	58%	58%	0%	58%	57%
ELA Lowest 25th Percentile	0%	52%	53%	0%	53%	52%
Math Achievement	20%	63%	63%	0%	61%	61%
Math Learning Gains	33%	61%	62%	0%	64%	61%
Math Lowest 25th Percentile	0%	48%	51%	0%	54%	51%
Science Achievement	0%	56%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Number of students enrolled	28 (0)	34 (0)	35 (0)	34 (0)	17 (0)	11 (0)	159 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	2 ()	4 (0)	0 (0)	2 (0)	4 (0)	1 (0)	13 (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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	26%	55%	-29%	58%	-32%
	2018					
Cohort Comparison						
04	2019	33%	57%	-24%	58%	-25%
	2018					
Cohort Comparison		33%				
05	2019	0%	54%	-54%	56%	-56%
	2018					
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	62%	-37%	62%	-37%
	2018					
Cohort Comparison						
04	2019	9%	63%	-54%	64%	-55%
	2018					
Cohort Comparison		9%				
05	2019	0%	57%	-57%	60%	-60%
	2018					
Cohort Comparison		0%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	54%	-54%	53%	-53%
	2018					
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
BLK	19			11	20						
FRL	26			26							
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	126
Total Components for the Federal Index	4
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to our 2018-2019 FSA results, our lowest performance component was Math at 20%. 2018-2019 was our first year adding grades 3rd-5th to our school. We had one class of third grade and a fourth/fifth combination class.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was no one data component that showed a decline. 2018-2019 was our fist year with grades 3rd-5th. Math score at 20% achievement with 33% Learning Gains. Reading scored at 28% achievement with 45% Learning Gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap is ELA.
E.L.A.: L.E.N.A. State
3rd: 25% (5 of 20 students) 58%

4th: 33% (4 of 12 students) 58%
5th: 20% (1 of 5 students) 56%

Which data component showed the most improvement? What new actions did your school take in this area?

E.L.A.: L.E.N.A. State
3rd: 25% (5 of 20 students) 58%
4th: 33% (4 of 12 students) 58%
5th: 20% (1 of 5 students) 56%
2018-2019 was the first year of FSA testing for Lucious & Emma Nixon Academy and our progress is documented above. For the 2019-2020 school year, we will dig deeper into our student monitoring and will have additional instructional support to focus on student deficits and support the students academic growth. Our leadership team with the assistance of our classroom teachers will identify students who are in need of additional instructional support, those students will have intense small group instruction at their academic and grade level.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS data, attendance is a potential area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading and Math at Grade Level
2. MTSS
3. Attendance
4. Parent Engagement
5. Mental Health

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student achievement will increase 45% in ELA as a result of teacher development in the content area of reading and intensive small group development and instruction.
Rationale	Student achievement and observations show that instructional staff will benefit from developing a better understanding of the reading process and how to effectively monitor students' progress for differentiation.
State the measurable outcome the school plans to achieve	By May 2019, 50% of students and grades K-2nd will demonstrate reading proficiency as indicated on ELA iReady. By May 2019, 45% of students in grades 3rd-5th will demonstrate reading proficiency as indicated on the ELA FSA.
Person responsible for monitoring outcome	Melanie Harp (melanie.harp@ocps.net)
Evidence-based Strategy	Professional Development on rigorous standards-based reading instruction will be provided to increase student pedagogy. Professional Development on intensive small group instruction will be provided to increase student pedagogy.
Rationale for Evidence-based Strategy	Current student data indicates that K is 11% on target, 1st grade is 9% on target, 2nd grade is 21% on target, 3rd grade is 27% on target, 4th grade is 6% on target and 5th grade is 27% for ELA. Based on these numbers, Professional Development is needed in the selected areas to increase our overall student achievement.
Action Step	
Description	1. Weekly Common Planning, developing standards based lessons and instruction. 2. Bi-weekly data meetings to review and discuss student achievement. 3. Professional Development for lesson planning and small group instruction. 4. 5.
Person Responsible	Melanie Harp (melanie.harp@ocps.net)

#2	
Title	Student achievement will increase 40% in Math as a result of teacher development in the content area of math.
Rationale	Observations and student achievement show a necessary need for the development of instructional focus for math.

State the measurable outcome the school plans to achieve	By May 2019, 40% of students in grades K-5th will demonstrate proficiency as indicated on Math iReady.
Person responsible for monitoring outcome	Deidre Law (deidre.law@ocps.net)
Evidence-based Strategy	Staff development for rigorous lesson planning and development to increase student achievement in math facts, fluency and comprehension. Professional development for math instruction.
Rationale for Evidence-based Strategy	Current data indicates that K is 4% on target, 1st grade is 3% on target, 2nd grade is 6% on target, 3rd grade is 6% on target, 4th grade is 25% on target and 5th grade is 8% on target for math.

Action Step	
Description	1. Weekly Team Common Planning for developing engaging and rigorous instruction. 2. Bi-weekly data meetings to review and discuss student achievement. 3. Professional Development for math instruction. 4. 5.
Person Responsible	Deidre Law (deidre.law@ocps.net)

#3	
Title	Student achievement will increase as a result of the implementation of the Multi-Tiered System of Support (MTSS)
Rationale	Student achievement data indicates that staff will benefit from support and professional development on the MTSS Framework.

State the measurable outcome the school plans to achieve	By May 2019, students in grades 3rd-5th will increase learning gains in the lowest 25th percentile to 50%.
Person responsible for monitoring outcome	Melanie Harp (melanie.harp@ocps.net)
Evidence-based Strategy	Teachers will participate in bi-weekly MTSS meetings to discuss and monitor students progress and deficiencies. Data will be reviewed and plans of successful interventions will be implemented to move our students academically.
Rationale for Evidence-based Strategy	Student achievement and teacher development supports professional development in the area of disaggregating data and knowing how to use it to drive instruction for all students. By utilizing the MTSS framework, we can ensure that the needs of all students are addressed fairly and appropriately.

Action Step	
Description	1. Bi-weekly MTSS meetings to monitor and review data and interventions. 2. Professional Development through coaches and canvas. 3. 4. 5.
Person Responsible	Melanie Harp (melanie.harp@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Attendance, Parent Engagement and Mental Health Support are the other school wide improvement initiatives. A team has been formed to address the issues of attendance, parental engagement and mental health support of students and staff. Attendance will be monitored and posted school wide. Parental engagement activities will be supported monthly. Mental Health workshops for staff will be held monthly to deal with stress, fatigue, burn-out and resiliency. Mental Health groups are also held weekly by a mental health professional to support all students.

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 Schoolwide Improvement Plan 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.

Lucious & Emma Nixon Academy began to school year with a welcome letter to our families, inviting them to participate in a social to welcome in the 2019-2020 school year. We believe that communication between school and home is paramount. In order to continue with this, a monthly calendar is created and sent to our families. In addition, communication is also made through Class Dojo, our school planner and our Family Facebook page. Through these communication tools information can be found, such as our Parent Academies which happen throughout the year. The Parent Academy topics will include mental health support, effective communication, financial literacy, health and parenting skills. This event is a great way to build our school community. We will also have Report Card Conference Nights (3) and Curriculum Nights throughout the year so parents can peruse our curriculum and understand how instruction is targeted and tailored to meet the needs of our students. Parents are always encouraged to email and meet with teachers during mid-points to ensure that their students are working up to the their best potential. During our Open House/Title I meeting, parents were introduced to our PFEP and our school compact. We find it beneficial and absolutely necessary for all parties to be active in order to provide a safe and sound learning environment.

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.

L.E.N.A. participates in the OCPS Mental Health Plan. In participating, we have access to mental health resources for our students and staff. The OCPS Mental Health team meets twice a month to have groups with our identified students from our Threat Assessment Team meetings. The Threat Assessment Team Meetings are held monthly. Here we discuss our students who are in need of social-emotional, mental, behavioral and academic support. In addition to the OCPS Mental Health Team, we also have a mental health counselor who visits with our school to do student check-ins and to monitor and provide emotional support, promote self-esteem, conflict resolution, anxiety relief, communication skills, coping strategies and overall well-being. Our teachers also benefit from the support of our mental health team.

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

The Principal and Dean work closely with a feeder charter school to ensure a seamless transition from elementary to middle school. Representatives from both campus visits and works with the the staff to collaborate on transitioning information.

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.

MTSS: All students begin operating on Tier I. A classroom teacher or staff member may identify a student in need of intervention (behavior/academic). Parents are notified and intervention will immediately begin to support the students' need. Tier II intervention is used to improve student performance. Instruction will focus on specific skills that present an issue for grade-level progress. If Tier II intervention is not sufficient, the admin team will meet with all governing parties and will agree to move the student to Tier III. Tier III is the most intensive and frequent. Tier III intervention includes additional support time by a resource staff or ESE teacher. Throughout this MTSS process, parents are kept informed of their student's progress.

-Principal and support staff hold bi-weekly data meetings with grade levels to discuss students' progress. Data utilized are classroom work and assessments, PMAs, common assessments, iReady, Lexia and Accelerated Reader.

-Monthly school-wide attendance will be monitored and tracked by the Attendance Clerk and the Admin Team. Grade level percentages are posted on our bulletin for school-wide access.

-Title I funds are used to hire support staff and tutoring teachers. Funds are also used for additional supplemental resources that will benefit the students reading and learning abilities such as tutoring curriculum, iReady and supplements, Lexia, Accelerated Reader and SIPPS.

-Admin staff regularly reviews lesson plans to ensure standard driven instruction.

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

Lucious & Emma Nixon Academy believes in post-secondary education. We take advantage of the opportunities presented to us by the local colleges and universities to introduce and promote college and career awareness. Teachers post their alma maters in their classrooms and discuss their schools and experiences. We also participate in college days where all staff and students wear college gear to promote college awareness. We also participate in Teach-In, twice a year to bring in different careers for exposure and future opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student achievement will increase 45% in ELA as a result of teacher development in the content area of reading and intensive small group development and instruction.	$0.00
2	III.A.	Areas of Focus: Student achievement will increase 40% in Math as a result of teacher development in the content area of math.	$0.00
3	III.A.	Areas of Focus: Student achievement will increase as a result of the implementation of the Multi-Tiered System of Support (MTSS)	$0.00
		Total:	$0.00