

Alachua County Public Schools

Lawton M. Chiles Elementary School



2015-16 School Improvement Plan

Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to the success of every student.

Beliefs

- * All students can and will learn more than they presently know.
- * Lawton Chiles will be child centered.
- * All students will feel successful.
- * Lawton Chiles will be an A+ school.
- * Individuality is valued.
- * Each child is important and valued.
- * Everyone deserves respect.
- * Students will be encouraged to be life long learners.
- * Students will learn to respect differences in individuals.
- * Teachers serve as facilitators and ensure learning for all.
- * Students should want to learn and enjoy learning.
- * The teaching of social skills should be a part of the school day.
- * Communication will be ongoing between parents and teachers.

Provide the school's vision statement

Lawton Chiles Elementary strives for excellence by actively involving all students, parents, faculty, staff, and the community in a safe, nurturing, and respectful environment.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of each school year, our teachers spend time building classroom communities and culture by involving their students in activities that allow them to share about themselves, write stories about themselves and their families, and design personal projects that focus on the child's identity. Teachers provide time for students to share their work with their peers. Display boards are used to showcase the students' work. This work is displayed in the classroom and on the grade level hallways. Meet the teacher and open house opportunities are held for the teachers, parents, and students to all meet each other. Parent/teacher conferences are arranged to discuss special needs a child may have as well as provide a time for parents and teachers to share concerns. Many of these processes are ongoing and may occur more frequently for some students depending upon individual student needs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Before School - Homeroom teachers provide supervision on a rotating basis in their grade level's common area until the first bell rings. Teachers without a homeroom and educational support staff are assigned duty posts to provide supervision as students are dropped off by car and bus. Supervision of those students will be held in the cafeteria and throughout the campus as students move about on their way to report to their assigned common grade level area. The school assigned deputy will provide traffic flow and parent drop off assistance. The principal and assistant principal will provide adult supervision in

both the bus and parent drop off area and crosswalk.

- During School - Teachers work diligently within their class and across the grade level to develop a sense

of community and belonging. Each classroom utilizes the school-wide classroom management system for

continuity and structure in each classroom. Teachers and staff use the PBS "Cheetah Cash" to recognize and reward good behavior and also use "Got Caught" stickers to recognize students caught

doing something good, following directions, helping others, listening, being respectful, cooperating, or just for trying their best. Those students will be entered in a drawing for primary and intermediate. The winner for each area will be announced on the Cheetah morning broadcast. Each grade level has a weekly

recognition assembly where teachers recognize the achievement of an individual student from their classrooms. These awards are presented in front of the entire grade level to encourage all students to work to earn the award. Teachers are responsible for student supervision in their homeroom class during

instruction and transitions.

- After School - All homeroom teachers provide supervision as students move to either the car loop or bus

loop areas. How do you get home verification sheets are completed by parents during Meet the Teacher.

Primary aged students that ride the bus will be checked off by an adult before getting on the bus in the

afternoon for an additional security precaution. Students attending the EDEP program are walked to the cafeteria by a grade level teacher. Teachers stay "on duty" until students are picked up and leave for home. Additionally, some students stay for after school clubs and academic tutoring. These students are also supervised until an adult picks them up or they are taken to the EDEP program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Principal, Assistant Principal, and FCIMS facilitator attends weekly data chat meetings with grade levels on a rotating basis. Monthly behavioral data reports will be analyzed and adjustments will be made utilizing researched based interventions. The Positive Behavior Support (PBS) committee will be chaired by the Assistant Principal and will meet monthly to analyze behavior data and work to establish incentives and interventions appropriate for areas in need of improvement. Faculty behavioral in-service trainings will be held for the following programs: Tough Kids Tool Kit, Effective Behavioral System Supports, and Teacher Encyclopedia for Behavioral Transformations. Nine week and semester reward/ honor roll / no behavioral referrals will be acknowledged and celebrated.

Teachers will also engaged in sensitivity and trauma training.

Plan of Action:

- PBS Committee will continue to meet for implementation of respect/social skills curriculum by grade level

and determine if the program is meeting with success.

- PBS Committee will continue to support the continued use of the school-wide behavior management system. Each grade level team will utilize a common color-coded classroom behavior management system

to promote continuity within the grade levels and across the entire school.

- PBS Committee will determine activities designed to recognize and reinforce appropriate behavior. Activities include: Cheetah Cash, Meaningful Monday Winners, School Store, Lunch Outside with a Friend , VIP Luncheon with the Principal , Monthly treat (popsicles, popcorn,etc.).

Quarterly Activities: A/B Honor Roll Social, Governors' Award, Grade level Weekly Student Recognition.

- BRT Aide will conduct small group social skill meetings, provide individual support, classroom observations, behavioral modification support, behavior contracts/point sheets, and bus rider behavior monitoring assistance.

Semester Principal sponsored lunch for two students per grade level from Star Student of the Week Pool.

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 has a comprehensive, developmental competency-based school guidance and counseling program. Services include: School-wide character and career development, weekly morning puppet lessons on the morning news, development and implementation assistance on IEP, EPT, and 504 plans, classroom guidance, small group counseling, individual counseling, consultation and collaboration with all stakeholders. A Sensitivity and Trauma committee will be developed consisting of two general education teachers, one ESE teacher, one administrator, and one guidance counselor. This committee will attend a district training and then conduct grade level / school-wide trainings for the faculty and staff. Curriculum and intervention strategies focus on the academic, personal/social, and career needs of the students. The program is aligned with the American School Counselor Association (ASCA) National model and the ASCA National Standards for students.
- Backpack program - Backpacks filled with food items are provided for students that qualify for this program. This ensures our students do not go hungry on the weekends. Holiday food baskets will also be provided through food basket donation / drives during the holidays.
- Breakfast and Lunch program - We provide nutritious breakfast and lunch meals to all students. Approximately one third of our student population qualifies for free or reduced meals. This program also ensures our students are nourished and ready to learn. Lawton Chiles will continue for the second year participating in the Dad's Take your Child to School Day providing an opportunity for students to have breakfast with their father provided by the cheetah cafeteria.
- Sue's Closet - Our PTA maintains a closet stocked with various clothing items for students who are in need of any type clothing item. We feel that our students should all begin on an even playing field so classroom learning opportunities do not have any obstacles that would impair our students to be able to learn.
- Positive reinforcement is used through our PBS program and cheetah cash/store. All staff and faculty will be invited to participate in our school-wide mentoring program. Employees will be matched with one student that they will commit to mentoring on a weekly basis.
- Guidance lessons are provided with grade specific programs:
 - Kindergarten – 5th grade – Chile Safety Matters, School Wide Anti-Bullying
 - Kindergarten - 2nd grade – Safer Smarter Kids
 - 1st grade – Ready to Learn
 - 2nd grade - I Care Cat

3rd grade – Ready for Success

4th grade – Student Success Skills

5th grade – Career Education & Human Growth & Development

- Recess is provided for all grades throughout the day for students to interact with their peers and learn to

problem solve. Third grade even has “Leagues” in place during recess to promote sportsmanship and working together.

- Community building is also accomplished through a variety of Kagan structures such as “Rally Coach,

Think Pair Share, and Shoulder Buddies). These structures encourage cooperative learning in every lesson presentation in the classroom. Relationship building with Lawton Chiles and community service

facility (SWAG Center), and South West Health Care Center.

- Our physical education program promotes social and emotional growth through the playing of team games, physical fitness, and the morning running club. Continued bi-yearly participation in Jump Rope for

Hearts and annual Fun Run program to support student and community physical fitness collaboration.

- Another program in place is “Martha Speaks”. This program is available through the public broadcasting

agency. Upper grade classes pair with lower classes and the “big buddies” read to and mentor the “little

buddies”. Relationships are built while reading quality literature is being modeled.

- Throughout all of our grade level classes, the teachers provide time for cooperative problem solving and

learning opportunities. The administration team and deputy will meet with grade level teams on a rotational

schedule to provide support and reinforcement of behavioral expectations.

- Through the direction of our music teacher, each grade level presents a program for parents to come and

see. These programs require our students to work together to ensure a quality performance.

Decorations

and props are often designed and created by the students as well.

- Finally our safety patrol officers are students from our fifth grade classes. These students “apply” for these posts and write an essay as to why they want to be considered. Many of our fifth grade students

participate by serving posts throughout the school. It may be as a teacher helper, car door opener each

morning, serving on the morning school news crew, or just walking around monitoring the school grounds

prior to school starting. Students will be cooperative with each other, and receive support from the safety

patrol sponsor and school deputy on expectations and procedures.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: After 5 unexcused absences, parent is contacted by the teacher. Further absences will require follow-up with the parent through guidance counselor or the assistant principal. District assistance

will be requested for issues of truancy.

The Principal, Assistant Principal and or guidance counselor will generate and analyze the Accountability

Identifiers Report on a nine week basis. Students with an indication of two or more early warning signs will

automatically generate an EPT, IEP, or 504 plan which will include strategic components to promote and

monitor student progression goals.

- One or more suspensions, whether in school or out of school: Specialized behavior plans are implemented

in the classroom and/or throughout campus where the student works toward increasing appropriate behavior and academic performance. When the behavior becomes severe enough, the student is placed

through a formal EPT, IEP, or 504 plan with a common goal of behavioral RTI success.

- Course failure in English, Language Arts or mathematics: Students are placed on a progress monitoring

plan (PMP). EPTs are often held, and sometimes the Response to Intervention (RTI) process is put in place. Tutoring and/or intervention strategies are utilized to address students' needs. Sometimes a 504

plan is added where a medical diagnosis is present that will provide accommodations that will help the

child perform on grade level or beyond.

- A Level 1 score on the statewide, standardized assessments in English, Language Arts or mathematics:

Students are placed in instructionally appropriate class placements, additional help is offered through tutoring opportunities, small group instruction, additional resources are utilized that are instructionally appropriate to the student's academic level. If retention is in place, careful placement is made the following year to ensure the student has a quality experience and meets with more success.

. Title I Targeted Assistance Program awarded for the 2015-2016 school year. Students will be identified to

participate based upon individualized student data resulting from criterion reference outcome of deficiency

identification. Various researched based interventions will be implemented including computer based literacy program Fast ForWord. This program will increase cognitive skills while students receive small

group interventions two days a week from certified teacher for targeted academic deficient areas.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	6	5	3	6	2	30
One or more suspensions	1	1	2	4	4	4	16
Course failure in ELA or Math	0	1	0	4	2	6	13
Level 1 on statewide assessment	0	0	0	10	2	14	26

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	4	12	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Classroom guidance uses research based strategies to teach student success skills.
- Small group counseling is provided for at-risk students.
- Leadership groups are in place.
- Individual plans are in place to encourage students to attend school daily
- The Assistant Principal will work with individual students who exhibit behavior problems severe enough to warrant suspension by employing in-school suspensions, time out in her office, point plans, etc.
- The PBS plan provides for students to earn school Cheetah Cash to purchase prizes, participate in special lunch programs, earn certificates, etc.
- Weekly recognition programs are in place in all grades to recognize students who display characteristics of quality citizenship. This programs also serve to motivate all students to aim for the award.
- Students are grouped according to their instructional level and provided intensive instruction with resources and programs that are research based.
- Literacy work stations are used to provide differentiated instruction for students during language arts instruction as well as math work stations are used for the same purpose.
- Study hall is in place in the upper grades to address more individualized help with at-risk students.
- Pairing with a stronger peer for tutoring is used when appropriate.
- Graphic organizers, foldables, manipulatives, computer based programs such as Reflex Math, and hands-on lessons are used.
- Implementation of a faculty and staff mentoring program. Identified students will be assigned an Administrator, Teacher, or Educational Support Professional (ESP) as their mentor for the school year.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/209544>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school partners with a variety of community agencies. Some agencies choose to donate classroom materials and supplies, whereas others choose to be actively involved in the daily operations of the school. Some of these adopters chose to volunteer their services whereas others were secured through an application process. We have a very active and involved PTA organization that works closely with these agencies to secure the support needed for our teachers and students to have the needed supplies and materials to engage in meaningful learning. One example of such a joint partnership is our yearly school carnival/birthday celebration. The PTA works with these partners to gather funds and donations needed to set up the carnival. The proceeds from the carnival are used to purchase items needed in the classrooms including replenishment of consumable materials and sustaining mobile science labs for grade level teams K-5. Our annual Fun Run Day is also sponsored by various parents and business partners that provide supervision and various health stations for grades K-5 to rotate through. Goodie bag donations for the students and refreshments for the "health day event" are also provided by business and community supporters. A local orthodontist sponsors a donation to Lawton Chiles based upon Halloween candy turned in by our students during Halloween. The collected candy is then shipped overseas to support our troops. The Spirit Pump program sponsored by a local gas station has provided a donation toward our A/B honor roll, and no referral behavioral modification program for our students. The program also provides gift cards as a monthly incentive for faculty and staff through a monthly recognition drawing.

The PTA was successful in securing over \$25,000 in grant funds to support each grade level having a mobile hands on science lab for their common area. In addition to grade level teachers providing hands on science learning labs, support will also be provided from University of Florida medical students volunteering to provide instructional supported hands on labs for students in grades K-5.

An additional computer lab will be added for student use for literacy online support. The lab will be developed based upon donations from Santa Fe College, district IT/ facility department, and SAC financial support.

Business partners and local companies in the community will be contacted to sponsor and support the school in various student incentive and educational supportive ways.

Two Catalyst for Change Grants will be applied for from a community supported source, Alachua Educational Foundation. Our Catch us if you can, we are moving FastForWord with Literacy grant has been approved as of 11/2015. This grant will sponsor after-school literacy support for students in grades 3-5. Grades K-2 will be supported by SRP funds and have been pre-approved by the faculty and SAC to support a STEAM after-school program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Freeman, Valerie	Principal
Stobbie, Kim	Teacher, K-12
Mariani, Katherine	Teacher, K-12
Bryan, Carol	Teacher, K-12
Andino, Sara	Teacher, K-12
Nichol, Caryn	Teacher, K-12
Blackwood, Brooke	Teacher, K-12
Resczenski, Cristina	Instructional Media
Warner, Deidre	Other
Leibach, Tracy	Guidance Counselor
Booth, Suzanne	Assistant Principal

Duties

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

Each member of the leadership team has a different responsibility within the framework of the school that allows our students to receive the best possible educational experience. The leadership team meets weekly to discuss school business such as behavioral issues, curriculum needs, guidance needs, and/or make decisions that affect our learning environment positively or negatively. The leadership team also works with the staff, monitoring students' skill mastery. They meet weekly with grade level teams to discuss student issues, student data, curriculum implementation, and set up meetings with resource staff - including parents. There are also Teacher leaders within the grade/ curriculum areas that will act as liasons between the school and district. This leadership group will also participate in the formation and evaluation of the district formative assessment (AIMS).

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

- At each grade level meeting, the team examines student data, discusses students' needs, and makes changes in curriculum and strategies as needed. Support staff are provided on an as needed basis.
- Additional services are provided to those students requiring intervention. These services are provided through additional instruction in reading and/or math for grades K-5. Teachers along with the leadership team oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses of programs currently in place.
- The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education. Mckinney Vento parent surveys will be placed in enrollment folders for early identification and assistance purposes. Local business partners are active contributors annually to supply backpacks filled with school supplies, food backpacks for weekend coverage, and referrals in neighborhood health clinic for free or affordable dental and health care.

- The Positive Behavior Support program implemented since 2010 is currently still in place.

Adjustments

are made yearly as needed to ensure the best possible program is in place to meet our students' needs.

- The leadership team often has members sit in on interviews when hiring new teachers to ensure the applicant chosen will be a cohesive part of the grade level team. Creating teams that are equipped to meet the varying needs of our diverse population effectively is a priority when organizing our staff for their

grade level assignments.

- The leadership team meets monthly with the Principal, Assistant Principal, guidance counselor and grade level team leaders. Teacher leaders will share new information from the district, school news, and conduct informative training sessions. The FCIMS teacher will attend grade level team meetings on a rotational basis. Data chats and instructional reflections will be conducted within the grade level team meetings and monthly faculty meetings. The guidance counselor will also attend grade level team meetings on a rotational basis to assist with RTI and PMP process. All of the above strategies will be used

to gain input from the teams in critical areas of the decision making process.

- The funding sources to support leadership produced programs such as book studies, additional computer

lab, after-school snacks and stipends, etc. are from the following areas: lottery, A school money (SRP),

and other internal sources of funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Valerie Freeman	Principal
Shelley Warm	Business/Community
Susan Bowles	Teacher
Arthur Seabrooks	Education Support Employee
Marcia Eubank	Business/Community
Alissa Voils	Parent
Sharla Head Jones	Parent
Nancy Delgado	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team meets monthly during the previous school year for reviews of SIP goals. Each meeting addressed needs identified by the school or a SAC team member. The school improvement plan was viewed and discussed by the SAC team in detail. Each section was examined carefully, questions were addressed, and then upon group consensus, the plan was approved. The final version of the SIP was reviewed and the SAC committee voted to approve it. A review of the 2014-2015 SIP with the SAC committee was used to analyze and prepare the 2015-2016 SIP. Revisions were based

upon data presented from the 2015 administered FSA and identified needs that were not met or accomplished during the previous school year.

Development of this school improvement plan

9 Members include:

1 principal
1 Assistant Principal
2 teachers
2 parent
2 community
1 ESP
Race:
7 white, 2 black

Preparation of the school's annual budget and plan

The building principal prepared the annual budget and plan based on the needs of the teachers and students as well as any other issues in need of finances. Input was provided by the faculty and staff as well as by the SAC committee. Once the final version of the plan was ready, the SAC committee reviewed it and voted to approve the plan. There may be additional expenses as needed to be added to the annual budget. Donated sources may also impact additional credits to the school's annual budget and plan. Some of the budgetary items included in the 2015-2016 school budget: furniture for the additional literacy computer lab, student incentives to support honor roll recognition, and teacher book study support.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$ 4,876.20 - Beginning balance from previous year (including lottery, advance placement, donations, other)

\$11,529.00 - Allocation (including lottery, advance placement, donations, other)

\$16,405.20 - Total beginning balance

Amount What was purchased Meeting Date How decision was made

875.00 330 Travel 10/14/14 Consensus

158.00 350: Equipment Maintenance 10/14/14 Consensus

7,823.95 510: Supplies 10/14/14 Consensus

902.56 750: Other purchased services 10/14/14 Consensus

199.42 520: Books 10/14/14 Consensus

3,571.41 644: Non-Cap. Computer Equipment 10/14/14 Consensus

902.56 Non-Capitalized Furn. Fix. & Equipment 10/14/14 Consensus

Total Expenditures

\$14,440.52

Ending Balance

\$1,964.68

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Freeman, Valerie	Principal
Andino, Sara	Teacher, K-12
Booth, Suzanne	Teacher, K-12
Blackwood, Brooke	Teacher, K-12
Mariani, Katherine	Teacher, K-12
Nichol, Caryn	Teacher, K-12
Resczenski, Cristina	Teacher, K-12
Stobbie, Kim	Teacher, K-12
Bryan, Carol	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school Literacy Leadership Team is composed of the team leaders from each grade level. This group meets monthly to discuss literacy issues, needs, and how successful our students are with the current plan in place. They work with the Principal, Assistant Principal, and FCIMS teacher to learn new information about the literacy program used in the district, what the new Florida standards for ELA are, how to implement them in their daily lessons, how to correlate them to the new reading series, how to ensure this program flows well from grade to grade, and how to ensure our students in grades 3-5 are prepared for the literacy component of the Florida Standards Assessment given in the spring. Issues such as creating classes that reflect the class size amendment, while grouping students by their instructional reading level, providing the amount of intervention for our struggling students, and ensuring all students are learning to read are discussed by this team. This team will continue to be trained by the Assistant Principal using the "Train the Trainer" method to go back and train their grade levels. Other times, the new information is shared with this team and then the Assistant Principal trains all of the grade level teachers. Literacy updates will also be provided by the grade level teacher leaders that will meet on a frequent basis at the district level.

School-wide diagnostic assessments were provided to all students in grades K-5 using the district literacy based program, Fast ForWord. The literacy based results are currently been utilized to drive teacher instruction in the classroom, determine Title I interventions services, ESE goal support, and after-school academic intervention literacy needs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers meet weekly as grade level teams to discuss their grade level business. This involves student needs, resources and materials, educational learning experiences and trips outside the classroom, recognition ceremonies, curriculum needs, sharing of lesson ideas, special activities across the grade level, and any other issue pertinent to the grade level team. The grade levels also have common specials times. Each teacher is provided three guaranteed specials a week with a resource teacher. At these times the subject area teachers often meet with each other to go over the day's lessons, share ideas, or just plan together. While our teachers follow a curriculum map for each subject, each one is encouraged to adapt these lessons to their own teaching style where strengths emerge and each is encouraged to share their areas of expertise.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Chiles Elementary participates in the Site-based Internship program out of the University of Florida and Pro-teach program. We employ some of the interns upon graduation based upon feedback from the UF Intern supervisor, and informal observations completed by the principal and assistant principal. We also look to hire teachers with experience and a love of education from serving students. The interview team will consist of the principal, assistant principal, and teachers on the grade level with the vacancy. It is our goal to hire the very best teachers who will become part of a cohesive group that provides the very best educational experience for all of our students.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The district works with all beginning teachers by assigning a mentor teacher to each. The mentors spend time in the classrooms and meeting with the teachers after school. They hold meetings that involve all beginning teachers in the district discussing concerns and issues. The mentors also keep the principals informed of any concerns. The principal meets monthly with any new teachers or teachers new to our school to help them with areas of concern or she uses this time to provide reflective professional development training. A district technology coach also comes to our school on bi-weekly to assist teachers with technology issues related to instruction, use of instructional programs that are web based, or other technological issues they are experiencing. Administrative team will provide opportunities for new teachers to observe other teachers by providing a half-day substitute. The team will also provide support and reflective opportunities to discuss observations and walk-throughs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our instructional programs and materials are aligned with the Florida Standards. Both the principal and assistant principal will attend monthly district meetings. All new curriculum information will be disseminated by administration or grade level teacher leaders. The administrative team will also attend workshops in the summer to learn additional strategies and techniques for ensuring this alignment. Prior to the beginning of this school year, teacher leaders attended several workshops provided by our district. At this workshop, the district literary coaches presented a review of the standards and shared activities to use with our teachers to help them unwrap the new standards and meet academic content of item specifications. This activity was then shared with our staff. We also provided staff development on how to apply the newly gained information to link the standards to particular lessons, materials, and programs. The curriculum maps provided by the district present a guide for each curriculum area with the standards aligned to particular lessons. Additional resources that can be used to meet these standards of instruction are also available especially in the more limited area of Science.

The administrative team will work with our teachers during pre-planning and throughout the year to ensure each teacher knows the standards and knows how to match them to additional resources materials he/she uses in their classroom for instruction. Professional development training is held throughout the year through book studies and additional standards training to expand our faculty's understanding of standards based instruction. For example, we are planning to create small learning communities that will each study a particular book with an emphasis on effective instructional strategies or thematic unit of focus. Singular curriculum areas will be also emphasized and how they relate to standards based teaching. Presentations will be made on each book by their respective

group with the entire faculty. Tips and ideas for improving our teaching techniques will be shared so everyone benefits from the books and district based thematic presentations. If the faculty expresses further interest, we will make this a rotating book study or training providing everyone an opportunity to participate in all professional development opportunities.

Our faculty will utilize a variety of resources and tools to ensure alignment of standards to our materials and fidelity in teaching of lessons. To achieve these tasks our staff will:

- Unwrap standards to ensure understanding of skills
- Examine and use test item specs to practice testing strategies. Teachers will create additional test item

specs as needed for student practice.

- Secure additional resources to meet student needs – Flex Math, Mountain Math, Calendar Math, Mountain Language, Handwriting Without Tears, Secret Stories, computer based literacy program (Fast

ForWord) various LAS resource books and any additional research based programs that will assist with

promoting an effective instructional program. Pre-identify students for the RTI process – to get them into

intervention groups quickly

- Teachers will attend district math and/or science cohort groups throughout the year
- Our teachers will be grouped in math, reading, and writing committees to unwrap their respective standards and identify additional resources and strategies needed to successfully teach the standards

- Teachers will participate in a PD workshop that will address test spec items and how to teach students

strategies so they will be successful when taking tests.

. Teacher leaders in the various subject/ grade levels will assist with district created quarterly formative

assessments based upon item specification areas (AIMS).

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The leadership team and faculty at Chiles conducted a school-wide effort in analyzing and reflecting on presented student data. The data we examined and utilized to differentiate instruction for the 2015-2016 school year included:

- Review of FSA – 2014-15 school year data (Faculty Data Chats and Reflective discussions)
- Previous year discipline referrals and Behavioral data IC reports – 2014-2015 school year
- Students with 504, IEP, and EPT plans. Progress Monitoring Plans (their goals, needs, and progress).
- Previous RTI information from 2014-2015 school year/ Current year Early Warning Sign Identification
- Summer school data/students who were retained (Letter sent home for current 3rd grade students)
- Lowest quartile in math/reading as identified through IC Accountability Report
- Baseline tests for reading/math – grades K-5. Quarterly AIMS assessments in Reading, Math, and Science.

Fast ForWord Diagnostic literacy test for all students

We will continue to examine the following data throughout the school year:

- Infinite Campus Accountability Identifiers Report
- Reading, Math, and Science benchmark test AIMS
- Teacher observations/classroom walk-throughs during the instructional day
- Maintain a record of when a child enters Chiles and his/her tracked success throughout their fifth

grade

year.

From this data, we were able to identify students for placement in instructional reading groups, begin the RTI process for selected students, and gauge areas in the instructional program that need additional resources or strategies.

Areas of focus:

- Placing students in instructional groupings that best match the students' instructional level- groupings will be fluid.
- Planning remediation for students needing additional help – tutoring before school, recess time, homework help, etc.
- Identifying our lowest quartile of students in reading and math and planning instruction to meet their immediate needs
- Examining FSA results to identify students who scored a level 1 or 2 and/or did not make a year's growth
- Teachers will examine their FSA results looking at specific skill areas where adjustments need to be made. See State, District, School Reports
- Utilize a faculty member to provide additional small group help in kindergarten reading, third grade reading, and for 5th grade homework help (site based interns, school interns, and Title I)
- 34% of 723 students = 246 students = free/reduced population
- Reading classes are organized by instruction level in all grades K-5
- Gifted instruction is provided in math for grades 1-4 and math and science for grade 5
- High expectations for all students
- Enrichment activities for higher achieving students once core instruction is mastered.
- Sunshine Math – gifted students
- Calendar Math is used in graded K-2 and Mountain Math is used in grades 3-5.
- Alachua County Honor Chorus – music students who excel, solos in school programs, students play instruments for their classes.
- Media Specialist teaches every child how to log in to a computer using a single sign on login which enables each child to use various instructional and tutorial programs at school and at home.
- Our specials teachers encourage our students to be successful in their academic programs while teaching them how the arts enrich their educational experience.
- . Title I intervention and small group instructional support. During school day and after-school program.
- . Examine FSA results to identify students who scored a level 1 or 2 and/ or did not make a year of growth for after-school intervention assistance in addition to the regular school day.
- . Teachers will also analyze FSA data and concentrate on specific skill areas of need requiring adjustments in instructional practice to meet the needs of all students in their classroom.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,000

After-school instructional tutoring sessions will be available at the end of the school day in the academic areas of math, reading, writing, and science for grades 1-5.

Literacy and math after-school tutoring will be available to students in grades K-5 for academic areas of noted deficiency.

Our lowest quartile students will be pulled by a grade level or Title I teacher to provide interventions in identified areas of academic deficiencies. Title I will also provide after-school tutoring for identified Title I students.

Some after-school groups will participate in hands-on Science labs or computer based Fast ForWord literacy interventions.

Strategy Rationale

Math After-school Program Tutoring and Elementary Mu Alpha Theta Competition Tutoring: Students who are proficient in the basic facts will more likely complete the computation and/or problem solving process correctly. Knowing how to use computation skills but not knowing basic facts often results in an incorrect answer or conclusion. Being proficient in basic facts whether addition, subtraction, multiplication, or division, this mastery will help students find correct answers to math problems as they go through the computation and/or problem solving process. Fifth grade students are required to take the state writing portion of the Florida Standards Assessment test on a computer. With many students being non-proficient with keyboarding skills, we feel that providing additional time to practice this program will enable them to create and type their writing responses in a more successful manner.

Reading/ELA After-school Program:

Computer based FAST ForWord literacy intervention program will be used by students to extend their individualized instruction in reading three days a week. Small group teacher intervention groups will also be provided on a two to three day basis. Other literacy researched based programs will also be used to support our lower quartile students/ Title I students.

Science After-school Program:

Mobile Science labs will conduct hands-on labs that will coincide with the current science strands being taught during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Freeman, Valerie, freemavd@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Fast ForWord data, Math benchmark tests (teacher and district), weekly classroom quizzes, and daily teacher observations.

Attendance records for after-school will also be reviewed to ensure effectiveness of program.

Periodic practice writing samples, Florida Writing Assessment portion of the FSA

Science lab after-school review of lab success and conducted informal assessments

Strategy: Extended School Day

Minutes added to school year: 600

Book Study (Teach like a Champion), District provided Brain Institute, and monthly Faculty In-service Training (Data Chats, Standards based teaching strategies(item specification), Rubrics under teacher evaluation process, Sensitivity and trauma training, RTI and PMP Process Review, Teacher Encyclopedia and Tough Kids Tool Kit,

Strategy Rationale

Provide professional development and collaboration opportunities after school monthly. Progress Monitoring: AIMS- District Quarterly Assessment, Fast ForWord Progress indicator, Writing prompts, Walk-throughs and observations, FSA informal assessments, Weekly FCIMS meeting with grade level teams. Mentoring and using Early Success Strategies. All of the mentioned efforts will provide a supportive base for teacher collaboration, planning and professional development opportunities.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Freeman, Valerie, freemavd@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher required in-service follow-up, observation and walk-throughs which support instructional implementation in the classroom after training completion.

Strategy: Summer Program

Minutes added to school year: 2,400

Students who are not proficient on the Florida State Standards Assessment and are being retained (grade 3 and students in grade 4 who scored a low level score) are invited to attend the extended school year program. Parents are mailed a notification letter during the early identification process in November of their 3rd grade year.

Strategy Rationale

These student receive additional instruction in reading and the third grade students are offered a second opportunity to take a national normed test to see if the student has gained proficiency and is able to be promoted.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Booth, Suzanne, boothsl@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The raw scores from the test are collected and used to determine promotion or retention for the third grade students. The data resulting from the fourth grade students will be used to correctly place these students in reading classes for their progressive next year if promoted.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- Chiles kindergarten welcomes visit their classes during the spring.
- This year we will include :
- . Head Start Pre-K connection to ease kindergarten transition.
 - Kindergarten students also begin school on a staggered start - girls one day and boys the next.
 - Transition meetings are held for ESE students before they leave for middle school.
 - Students are provided information and paperwork to complete their scheduling choices prior to leaving grade 5.
 - Lessons on middle school expectations are also provided by staff from the various middle schools.
 - Shadowing opportunities at the middle school are provided prior to students selecting a middle school to attend.
 - Schedule for 5th grade students are based upon departmentalization which is the instructional model used in all of the middle schools in the district. Lessons on how to use a combination lock are also provided for students in preparation for their transition to 6th grade.
- The principal and assistant principal will also attend community events for students entering kindergarten for the 2016-2017 school year.
- Principal will attend Florida Association of School Administrators conference in June for transitional

practices that have been found to be beneficial for kindergarten students. The June of 2016 conference will include informative presentations for Pre-K students transitioning to Kindergarten.

College and Career Readiness

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

- Career readiness lessons are provided to students by our guidance counselor throughout the year.
- When possible, a career fair is held with numerous community volunteers providing instruction and information.
- Volunteer speakers are invited to share with many of our grade levels.
- Selected grades also participate in Junior Achievement training. (Grades 3-5 Fall) and (Grades 1-2 Spring)
- Study trips to a variety of different venues
- Various careers are discussed through language arts lessons, sharing of books, writing activities, videos viewed, ask an expert activities in our science books, morning news examples, Music Career Program, etc.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable to elementary students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

- University of Florida Medical Students volunteering in classrooms.
- Gifted math classes for grades 1-4 gifted students and math/science classes for grades 3rd, 4th and 5th gifted students.
- STEAM – Science, Technology, Engineering, Arts, and Math directed activities
- Career education based speakers and classroom volunteers
- After school Math Team – competitions within and outside of the district
- Preparations for our 2016-2017 5th grade Robotics Program

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable to elementary students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improvement in Language Arts Florida Standards which include the writing standards and the Florida Math Standards and implement them effectively in their daily lessons taught to students. Students in grades 3-5 will improve proficiency on FSA by 10% when comparing 2014-2015 FSA results with the 2015-2016 school year in Reading, Math and Science. This will produce a projected reduction in students at the level 1 and 2 by the time they reach their 5th grade transitional year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improvement in Language Arts Florida Standards which include the writing standards and the Florida Math Standards and implement them effectively in their daily lessons taught to students. Students in grades 3-5 will improve proficiency on FSA by 10% when comparing 2014-2015 FSA results with the 2015-2016 school year in Reading, Math and Science. This will produce a projected reduction in students at the level 1 and 2 by the time they reach their 5th grade transitional year. 1a

G073649

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	83.0
Math Lowest 25% Gains	73.0
FAA Science Proficiency	70.0

Resources Available to Support the Goal 2

- Reading and Math textbooks, outside resources secured by the school, district, teacher, book study, professional development training workshops

Targeted Barriers to Achieving the Goal 3

- Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA. First year for teacher leaders whom have replaced Curriculum Resource Teachers for the 2015-2016 school year.
- Provide time for professional development training workshops including time to conduct meaningful book study. Faculty training time with teacher leaders to support professional development effectiveness.

Plan to Monitor Progress Toward G1. 8

Observations through Snapshots, student assessment scores (formative through AIMS), accountability general student data reports found in Infinite Campus.

Person Responsible

Valerie Freeman

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

ACIIS documentation through Snapshots, student test scores found in PCG from AIMS nine week assessment

Plan to Monitor Progress Toward G1. 8

Observations through Snapshots, student assessment scores found in PCG and other district resources.

Person Responsible

Suzanne Booth

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

ACIIS documentation through Snapshots found in ACIIS, student test scores found in PCG and Infinite Campus student data reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Improvement in Language Arts Florida Standards which include the writing standards and the Florida Math Standards and implement them effectively in their daily lessons taught to students. Students in grades 3-5 will improve proficiency on FSA by 10% when comparing 2014-2015 FSA results with the 2015-2016 school year in Reading, Math and Science. This will produce a projected reduction in students at the level 1 and 2 by the time they reach their 5th grade transitional year. **1**

 G073649

G1.B1 Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA. First year for teacher leaders whom have replaced Curriculum Resource Teachers for the 2015-2016 school year. **2**

 B192331

G1.B1.S1 Administrative team and teacher leader will provide additional training on standards as the district provides new information or resources. She will also look for commercially prepared resources and seek funds to purchase selected sets. **4**

 S203795

Strategy Rationale

Providing new resources and training will equip the teachers with additional tools to teach the standards to their students and allow the students more opportunities to engage in activities that are based on these standards.

Action Step 1 **5**

Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.

Person Responsible

Valerie Freeman

Schedule

Quarterly, from 8/19/2015 to 5/31/2016

Evidence of Completion

attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walkthroughs & Class Observations

Person Responsible

Valerie Freeman

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documentation on ACIIS for Professional Development. Evidence on evaluations with impact supported by walk-throughs and classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Observation of standards based teaching, student assessment data

Person Responsible

Valerie Freeman

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ACIIS documentation through Snapshots, student scores on PCG

G1.B1.S2 Administrative team will provide resources and interactive faculty meetings that will be professional development based. The district will provide cohort groups with Assistant Principal and Curriculum Teacher leaders, and other professional development opportunities through the district will be provided for teachers to utilize and promote growth. 4

 S203796

Strategy Rationale

The more resources and training opportunities a teacher has access to, the better qualified and equipped he/she is to effectively teach the new standards to his/her students.

Action Step 1 5

Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise.

Person Responsible

Valerie Freeman

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Documentation of professional development through ACIIS, documentation of meetings with staff sign in sheets, and documentation mentor/ faculty in-service meetings teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?

Person Responsible

Valerie Freeman

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative team will conduct periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being utilized effectively in the classrooms and if the information has been beneficial to the students. Teacher leaders will be essential in the facilitation of curriculum updates and changes. Monitoring areas of concentration will include: increasing student skills, validity and reliability of formative assessment scores and the actual correlation to FSA results, increasing student understanding of content that is representative of the mastery of the standards.

Person Responsible

Valerie Freeman

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrative Walk throughs will be conducted on a regular and rotational basis in the classroom. The adopted district rubrics will be the guided tool to promote reflective discussions with teachers.

Person Responsible

Valerie Freeman

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Snapshot classroom walk-through data will be collected in the district ACIIS system. Observed teacher effectiveness utilizing the rubric system should support strategy.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom walk-throughs utilizing district rubrics system reflecting effectiveness of observed instruction.

Person Responsible

Suzanne Booth

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Data collected in the ACIS system of weekly walk-throughs and graph represented by the district.

G1.B1.S3 Teachers will be divided in curriculum appropriate groups to complete a book study based upon the book "Teach like a Champion". 4

 S203797

Strategy Rationale

This is another opportunity to equip our teachers with tools that are up to date and linked to implementation of the Florida Standards.

Action Step 1 5

Teachers will engage in various book studies with a small group design. Teach like a Champion will be our school-wide focus for the 2015-2016 school year.

Person Responsible

Valerie Freeman

Schedule

Monthly, from 11/16/2015 to 2/29/2016

Evidence of Completion

Small groups will collaboratively discuss and reflect on topics included in the school-wide book study, Teach Like A Champion. The goal will be to positively impact and increase effective teaching strategies for all grade level teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administrative team and FCIMS teacher will facilitate a book study(Teach Like a Champion) with teachers being assigned a reflective task upon completion of the book that will impact positively on desired instructional outcomes.

Person Responsible

Valerie Freeman

Schedule

Monthly, from 11/30/2015 to 2/29/2016

Evidence of Completion

Each group will complete a follow up task. The groups will present their findings to the faculty and present their recommendations and findings from their respective books. Easy to implement tips and info will be presented for other staff members to take back to their rooms to implement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom snapshots will be completed weekly to monitor usage and effectiveness of new strategies or techniques implemented in the classroom.

Person Responsible

Valerie Freeman

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion


Administration will look for evidence of these strategies being used in work stations,ACIIS snapshot verification, teacher usage of techniques,and student data showing an increase in % of scores on district based assessments.

G1.B2 Provide time for professional development training workshops including time to conduct meaningful book study. Faculty training time with teacher leaders to support professional development effectiveness.

2

 B192332

G1.B2.S1 Administrative staff will use early release Wednesdays for professional development. 4

 S203798

Strategy Rationale

The early release Wednesdays offer an uninterrupted two hour block for providing quality professional development opportunities.

Action Step 1 5

Professional development workshops will be provided on selected early release Wednesdays.

Person Responsible

Suzanne Booth

Schedule

Every 2 Months, from 8/10/2015 to 6/1/2016

Evidence of Completion

Sign in sheets, teacher follow-up documentation, ACIIS Inservice Transcript.

Action Step 2 5

AIMS District meetings for Teacher Leaders

Person Responsible

Valerie Freeman

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

District attendance of AIMS meetings will be substantiated by ACIIS transcripts.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Documentation of Reflective In-service Training (District and School based)

Person Responsible

Suzanne Booth

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Sign in sheets, teacher follow-up documentation, ACIIS transcript documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monthly Walk through snapshots and observations twice a year

Person Responsible

Valerie Freeman

Schedule

Weekly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Documentation on ACIIS and district data collected feedback. Reflective discussions and follow-up with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly Walk through snapshots and observations.

Person Responsible

Suzanne Booth

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Documentation on ACIIS and district feedback. Reflective discussions and follow-up with teachers.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.	Freeman, Valerie	8/19/2015	attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs.	5/31/2016 quarterly
G1.B1.S2.A1	Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise.	Freeman, Valerie	9/2/2015	Documentation of professional development through ACIIS, documentation of meetings with staff sign in sheets, and documentation mentor/ faculty in-service meetings teachers.	6/1/2016 monthly
G1.B1.S3.A1	Teachers will engage in various book studies with a small group design. Teach like a Champion will be our school-wide focus for the 2015-2016 school year.	Freeman, Valerie	11/16/2015	Small groups will collaboratively discuss and reflect on topics included in the school-wide book study, Teach Like A Champion. The goal will be to positively impact and increase effective teaching strategies for all grade level teachers.	2/29/2016 monthly
G1.B2.S1.A1	Professional development workshops will be provided on selected early release Wednesdays.	Booth, Suzanne	8/10/2015	Sign in sheets, teacher follow-up documentation, ACIIS Inservice Transcript.	6/1/2016 every-2-months
G1.B2.S1.A2	AIMS District meetings for Teacher Leaders	Freeman, Valerie	8/24/2015	District attendance of AIMS meetings will be substantiated by ACIIS transcripts.	6/1/2016 monthly
G1.MA1	Observations through Snapshots, student assessment scores (formative through AIMS), accountability general student data reports found in Infinite Campus.	Freeman, Valerie	9/1/2015	ACIIS documentation through Snapshots, student test scores found in PCG from AIMS nine week assessment	6/1/2016 monthly
G1.MA2	Observations through Snapshots, student assessment scores found in PCG and other district resources.	Booth, Suzanne	9/1/2015	ACIIS documentation through Snapshots found in ACIIS, student test scores found in PCG and Infinite Campus student data reports.	6/1/2016 monthly
G1.B1.S1.MA1	Observation of standards based teaching, student assessment data	Freeman, Valerie	8/24/2015	ACIIS documentation through Snapshots, student scores on PCG	6/3/2016 monthly
G1.B1.S1.MA1	Walkthroughs & Class Observations	Freeman, Valerie	8/24/2015	Documentation on ACIIS for Professional Development. Evidence on evaluations with impact supported by walk-throughs and classroom observations.	6/3/2016 monthly
G1.B2.S1.MA1	Monthly Walk through snapshots and observations twice a year	Freeman, Valerie	8/31/2015	Documentation on ACIIS and district data collected feedback. Reflective discussions and follow-up with teachers.	6/1/2016 weekly
G1.B2.S1.MA3	Weekly Walk through snapshots and observations.	Booth, Suzanne	9/1/2015	Documentation on ACIIS and district feedback. Reflective discussions and follow-up with teachers.	6/1/2016 weekly
G1.B2.S1.MA1	Documentation of Reflective In-service Training (District and School based)	Booth, Suzanne	8/10/2015	Sign in sheets, teacher follow-up documentation, ACIIS transcript documentation	6/1/2016 monthly
G1.B1.S2.MA1	Administrative Walk throughs will be conducted on a regular and rotational basis in the classroom. The adopted district rubrics will be the guided tool to	Freeman, Valerie	8/24/2015	Snapshot classroom walk-through data will be collected in the district ACIIS system. Observed teacher effectiveness utilizing the rubric system should support strategy.	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	promote reflective discussions with teachers.				
G1.B1.S2.MA4	Classroom walk-throughs utilizing district rubrics system reflecting effectiveness of observed instruction.	Booth, Suzanne	8/24/2015	Data collected in the ACIIS system of weekly walk-throughs and graph represented by the district.	6/1/2016 weekly
G1.B1.S2.MA1	Principal will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?	Freeman, Valerie	8/17/2015	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.	6/3/2016 monthly
G1.B1.S2.MA2	Administrative team will conduct periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being utilized effectively in the classrooms and if the information has been beneficial to the students. Teacher leaders will be essential in the facilitation of curriculum updates and changes. Monitoring areas of concentration will include: increasing student skills , validity and reliability of formative assessment scores and the actual correlation to FSA results, increasing student understanding of content that is representative of the mastery of the standards.	Freeman, Valerie	8/17/2015	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.	6/1/2016 monthly
G1.B1.S3.MA1	Classroom snapshots will be completed weekly to monitor usage and effectiveness of new strategies or techniques implemented in the classroom.	Freeman, Valerie	9/1/2015	Administration will look for evidence of these strategies being used in work stations, ACIIS snapshot verification, teacher usage of techniques, and student data showing an increase in % of scores on district based assessments.	6/1/2016 weekly
G1.B1.S3.MA1	Administrative team and FCIMS teacher will facilitate a book study (Teach Like a Champion) with teachers being assigned a reflective task upon completion of the book that will impact positively on desired instructional outcomes.	Freeman, Valerie	11/30/2015	Each group will complete a follow up task. The groups will present their findings to the faculty and present their recommendations and findings from their respective books. Easy to implement tips and info will be presented for other staff members to take back to their rooms to implement.	2/29/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improvement in Language Arts Florida Standards which include the writing standards and the Florida Math Standards and implement them effectively in their daily lessons taught to students. Students in grades 3-5 will improve proficiency on FSA by 10% when comparing 2014-2015 FSA results with the 2015-2016 school year in Reading, Math and Science. This will produce a projected reduction in students at the level 1 and 2 by the time they reach their 5th grade transitional year.

G1.B1 Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA. First year for teacher leaders whom have replaced Curriculum Resource Teachers for the 2015-2016 school year.

G1.B1.S1 Administrative team and teacher leader will provide additional training on standards as the district provides new information or resources. She will also look for commercially prepared resources and seek funds to purchase selected sets.

PD Opportunity 1

Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.

Facilitator

Principal, Assistant Principal

Participants

Teachers

Schedule

Quarterly, from 8/19/2015 to 5/31/2016

G1.B1.S2 Administrative team will provide resources and interactive faculty meetings that will be professional development based. The district will provide cohort groups with Assistant Principal and Curriculum Teacher leaders, and other professional development opportunities through the district will be provided for teachers to utilize and promote growth.

PD Opportunity 1

Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise.

Facilitator

Valerie Freeman/ Suzanne Booth/ Elicia Mosely

Participants

Teachers

Schedule

Monthly, from 9/2/2015 to 6/1/2016

G1.B1.S3 Teachers will be divided in curriculum appropriate groups to complete a book study based upon the book "Teach like a Champion".

PD Opportunity 1

Teachers will engage in various book studies with a small group design. Teach like a Champion will be our school-wide focus for the 2015-2016 school year.

Facilitator

Valerie Freeman, Suzanne Booth, Elicia Mosely

Participants

Teachers

Schedule

Monthly, from 11/16/2015 to 2/29/2016

G1.B2 Provide time for professional development training workshops including time to conduct meaningful book study. Faculty training time with teacher leaders to support professional development effectiveness.

G1.B2.S1 Administrative staff will use early release Wednesdays for professional development.

PD Opportunity 1

Professional development workshops will be provided on selected early release Wednesdays.

Facilitator

Suzanne Booth

Participants

Teachers

Schedule

Every 2 Months, from 8/10/2015 to 6/1/2016

PD Opportunity 2

AIMS District meetings for Teacher Leaders

Facilitator

Donna Jones (district)

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.				\$25.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	General Fund		\$25.00
Notes: Costs of copying activity sheets						
2	G1.B1.S2.A1	Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		\$1,000.00
Notes: Teacher Stipends if applicable. (After hour training, etc.)						
3	G1.B1.S3.A1	Teachers will engage in various book studies with a small group design. Teach like a Champion will be our school-wide focus for the 2015-2016 school year.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0510 - Lawton M. Chiles Elem. School			\$0.00
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		\$2,000.00
Notes: Purchase books: Teach Like A Champion for instructional staff participants.						
4	G1.B2.S1.A1	Professional development workshops will be provided on selected early release Wednesdays.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0510 - Lawton M. Chiles Elem. School	General Fund		\$200.00

Budget Data			
		<i>Notes: Professional Development on early release days. District and internal training will be provided to staff without an identified cost with the exception of copies for hand-outs of PD.</i>	
5	G1.B2.S1.A2	AIMS District meetings for Teacher Leaders	\$0.00
Total:			\$3,225.00