

Chiles Middle School

1240 SANCTUARY DR, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0721>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	24%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

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 is pending approval by the Seminole County School Board.

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

Lawton Chiles Middle school, a collaborative environment embracing diversity and supporting the local community, focuses on developing students to be productive lifelong learners able to compete on a global scale through self-directed learning, critical thinking, creative expression, and inquiry based study.

Provide the school's vision statement

Lawton Chiles Middle School will provide a 21st century, high quality education experience for all students. Instruction will be diverse, differentiated, and enriched to ensure growth, knowledge, and success for all.

School Environment

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

Lawton Chiles Middle School celebrates the rich diversity that comprises the student population and community that are served by the school. Each year, the school holds a multicultural celebration that allows students and staff members to share information about their background and help others learn about various cultures in order to develop an appreciation for them in the community. Lawton Chiles Middle School builds strong relationships with students through celebration weeks, Positive Behavior Support (PBS) systems, and strong programs in the arts, academics, and athletics.

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

Lawton Chiles Middle School values the safety of all students and has a number of procedures and policies in place to ensure that students feel safe and respected while on campus. A supervision plan has been established that involves all administrators, faculty, and staff that provides supervision for students at all times while on campus. Before and after school, various staff members rotate through posts in all student accessible areas. During school hours, staff members supervise all student areas and monitor the hallways during class exchanges. Emergency drills are practiced on a regular basis to ensure students are familiar with all emergency and evacuation procedures.

In order to ensure students feel respected at school, the administration at Lawton Chiles Middle School has policies and procedures to ensure that students treat one another in a positive manner. Open forms of communication have been created that allow students to share concerns with counselors and administrators whenever necessary. Administration has provided anonymous bullying reporting locations in each of the school's media centers for students to report any suspected issues. Additionally, the school has an active Upstanders to Bullying program that allows students to take an active role in creating a safe environment at LCMS.

Lawton Chiles Middle School also involves the parents and community in a Bully Prevention workshop in collaboration with the Holocaust Center.

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

Lawton Chiles Middle School (LCMS) has a comprehensive behavioral system in place that reduces negative behaviors and maximizes instructional time for students. LCMS has a Positive Behavior Support (PBS) team that works to celebrate appropriate, positive behaviors in order to provide a proper example for all students on campus. When negative behaviors do occur, a progressive discipline model is used to ensure students receive a consequence appropriate for their specific behavior while allowing them to miss a minimal amount of instructional time. Behavior modification and Multi-Tiered Systems of Support (MTSS) are emphasized in this system to ensure negative student behaviors are not repeated.

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

In order to ensure the social-emotional needs of all students are met, Lawton Chiles Middle School allows access to various resources for students. Students are able to meet with counselors for assistance at any time necessary to discuss personal needs and receive emotional support. Additionally, students are provided faculty mentors when necessary to track student progress and discuss any social difficulties the student may encounter.

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

Lawton Chiles Middle School has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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
	6	7	8	
Attendance below 90 percent	1	3	3	7
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	8	35	44
Level 1 on statewide assessment	29	32	30	91

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	1	10	13

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

Lawton Chiles Middle School uses a variety of intervention strategies for students identified by the early warning system. For students falling below 90% attendance, guidance counselors work closely with the family and the school social worker is consulted to help overcome any family difficulties. For students with suspensions, the Multi-Tiered System of Supports (MTSS) and Positive Behavior Support (PBS) team are consulted to ensure that appropriate behaviors replace the behaviors that led to suspension. For students with failing course grades or Level 1 scores on statewide assessments, students are provided access to a comprehensive Academic Intervention Program (AIP), after school tutorial programs, and remedial course work as needed.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Mumey, Linda	Principal
Hyatt, Victoria	Assistant Principal
Antmann, John	Assistant Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean

Duties

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

The functions of our school-leadership team as related to the school's SIP and MTSS system are to identify and name students involved in the MTSS process, determine/discuss the current tier of intervention, and to determine/discuss the necessity for a student study team meeting. The school-based leadership team communicates with neighboring schools for the creation of processes, documents, and training.

The leadership team at Lawton Chiles Middle School serves to make instructional decisions that work to improve student achievement on a regular basis. Additionally, they serve as instructional leaders in improving the pedagogical skills of the school's instructional staff. The administrative staff meets on a weekly basis and also conducts team instructional classroom visits.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Lawton Chiles Middle School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karen Penna	Parent
Yvette Baldanado	Education Support Employee
LeighAnn Thomes	Parent
Robin Griffith	Parent
Tracie Handberg	Parent
Kathy Breitenbruck	Teacher
Linda Mumey	Principal
John Hiltson	Parent
Kelli McNair-Lee	Teacher
Sheila Smith	Parent
Judy Dombrowski	Teacher
Deborah Rine	Teacher
Anna Todriff	Parent
Keisa Sensabaugh	Parent
Mike Sobkowski	Parent
Seerina Farrell	Parent
Kimberly Cowgill	Parent

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

At the October School Advisory Council (SAC) meeting, the team will review the prior year school improvement plan to evaluate the successes and areas for improvement in the achievement of goals. The SAC will help to make recommendations for change and adjust the School Improvement budget to ensure that future goals are met.

Development of this school improvement plan

The SAC provides continuous input to the school leadership team on the needs of the school, areas for growth, ways to increase parental involvement, and parent and staff views.

Preparation of the school's annual budget and plan

Each year, the annual school budget and funding plan is shared with the School Advisory Council (SAC) and reviewed in detail. The SAC makes appropriate suggestions to the school leadership about the allocation of financial resources and uses this information to help inform decision regarding school improvement funding.

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

School improvement funds were allocated to staff development, student literacy, and positive behavior reinforcement. Positive behavior reinforcement: \$1000. Student literacy: \$755. Staff development: \$4634.

Of these funds, \$991 was spent on positive behavior reinforcement through student incentives and \$566 was spent on student literacy projects including literacy week, book clubs, and student materials. Staff development funds were exhausted and replenished through additional school improvement funding. The staff development funding was used to provide classroom coverage for teachers to attend staff developments, common plan sessions, and complete peer-teacher observations.

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
Mumey, Linda	Principal
Hyatt, Victoria	Assistant Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean
Dombrowski, Judith	Instructional Coach
Ingolia, Jessica	Guidance Counselor
Mills, Kathryn	Teacher, K-12
Vocelka, Erika	Teacher, K-12
Viles, Elizabeth	Teacher, K-12
Nystrom, Terra	Teacher, K-12
Wood, Barbara	Teacher, K-12
O'Neill, Patricia	Teacher, K-12
Ilemsky, Joan	Teacher, K-12
Rine, Deborah	Teacher, K-12
Antmann, John	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team will be to bring new reading and writing strategies to all content areas and reinforce existing strategies in use by teachers. Trainings will be held on reading and writing in content areas, reciprocal teaching, and building academic vocabulary. Frequent classroom observations will be completed by the administrative team to ensure that strategies are being implemented correctly. Emphasis will be placed on the instructional evaluation model.

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

Lawton Chiles Middle School strongly supports working relationship between all teachers. Teachers are provided a common plan period with others who teach the same content area in order to align lesson plans, develop common assessments, and review appropriate data. Additionally, teachers are afforded the opportunity to complete peer observations in order to provide feedback to one another and learn about new classroom strategies to enhance their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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

Each year, teachers identify trends, successes, and areas for growth through student achievement data from the prior year. This information is used to evaluate the instructional strategies and programs used and determine what changes are necessary. Through this analysis, new strategies are used in the classroom including small group, cooperative learning, reciprocal teaching, close reading, and Building Academic Vocabulary (BAV) lessons.

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: 6,120

Level 1 and 2 students are invited to participate in after school instruction in Reading and Mathematics. Students work for 90 minutes per day, twice a week, following the school day with certified instructors.

Strategy Rationale

Additional instructional time and intensive support in needed areas will allow students to gain a deeper understanding of the selected content and improve proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Diane, diane_taylor@scps.k12.fl.us

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

Progress monitoring takes place monthly. Students complete assessments through web-based instructional tools to determine their growth and the effectiveness of this strategy.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering

kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

Grade 6 students at Lawton Chiles Middle School are enrolled in a life skills course that helps them to plan for life and career as they move to high school, college, and beyond. Additionally, 7th grade students at Lawton Chiles Middle School are enrolled in a technology/career planning course entitled iJourney. This course teaches students digital citizenship and contains embedded career planning units that help raise student college and career readiness. In grades 7 and 8, students are provided counseling on course selection to help them select the appropriate track for their high school goals. This, in turn, helps to prepare them for a successful, college-bound high school track.

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

Lawton Chiles Middle School incorporates CTE courses and high school credit courses into the curriculum for students in all grade levels. Students in grades 6, 7, and 8 are able to complete courses in computer technology while students in grades 7 and 8 are able to take high school credit courses in mathematics, science, and foreign languages. Students are encouraged to make linkages between the content learned in these classes and their preparation for high school, college, and career. Real-world scenarios are provided to assist students in these linkages.

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

Students at Lawton Chiles Middle School are required to take a series of technical computer education courses designed to teach technological proficiency in a variety of topics. Additionally, career planning units are infused into this series through the grade 7 course.

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

This section is not applicable to Lawton Chiles Middle School.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will utilize high-yield instructional strategies to improve student performance in reading and math.
- G2.** Teachers will utilize high-yield instructional strategies in social studies classrooms targeted at exceptional education students.
- G3.** Teachers will work collaboratively in order to improve student understanding in science content areas.
- G4.** Improve relationships between administration, classroom teachers, parents, and students.

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. Teachers will utilize high-yield instructional strategies to improve student performance in reading and math. **1a**

G074446

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Achievement	95.0
FSA - English Language Arts - Achievement	94.0

Resources Available to Support the Goal **2**

- Staff Development
- After-School Tutorial Program
- Peer-Teacher Observations
- Student Mentoring
- Parent Education Programs
- Academic Intervention Program (AIP)
- Cooperative Planning for Teachers
- Remedial Course Work
- Peer Tutoring

Targeted Barriers to Achieving the Goal **3**

- Insufficient Training for Non-ELA Teachers on Reading in Content Areas

Plan to Monitor Progress Toward G1. **8**

Throughout the year, progress-monitoring test scores will be reviewed to ensure that students are progressing towards the goal of fewer students scoring a Level 1 on assessments. Following each progress-monitoring assessment, teachers will be provided with student data and they will use this data to alter and inform their instructional decisions.

Person Responsible

John Antmann

Schedule

Quarterly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Student achievement data will be collected and analyzed to determine if progress is being made towards to the goal. Additionally, teacher reflections and lesson plans will be collected to ensure that necessary adaptations are being made to meet the established goal.

G2. Teachers will utilize high-yield instructional strategies in social studies classrooms targeted at exceptional education students. 1a

G074447

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	92.0

Resources Available to Support the Goal 2

- After-School Tutorial
- Academic Intervention Program (AIP)
- Parent Education Programs
- Remedial Course Work
- Peer Tutoring

Targeted Barriers to Achieving the Goal 3

- Lack of Training for Instructional Strategies for Students with Disabilities

Plan to Monitor Progress Toward G2. 8

Student achievement data on progress-monitoring assessments will be collected to determine what progress has been made in achieving the goal.

Person Responsible

John Antmann

Schedule

Monthly, from 9/22/2015 to 5/2/2016

Evidence of Completion

Student achievement data will be analyzed to see what growth has been made in relation to the goal. The data will be used to evaluate the progress made relative to the goal and to make changes and adaptations as needed.

G3. Teachers will work collaboratively in order to improve student understanding in science content areas.

1a

G074448

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Professional Development Funding from Millage
- School-owned Technology
- Academic Intervention Program
- Differentiated Homerooms
- Tutorial Resources
- Student Success Center
- Support Facilitation Model

Targeted Barriers to Achieving the Goal 3

- Lack of vertical planning between grade levels.

Plan to Monitor Progress Toward G3. 8

Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.

Person Responsible

John Antmann

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Score reports, assessment scores.

G4. Improve relationships between administration, classroom teachers, parents, and students. 1a

G074449

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0

Resources Available to Support the Goal 2

- Professional Development Funding from Millage
- Technology Access
- Academic Intervention Program
- Student Success Center
- Book Club
- Tutorial Resources
- Teacher Incentive Time

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for relationship building

Plan to Monitor Progress Toward G4. 8

At the midpoint of the year, teacher attendance will be monitored at after-school activities to determine if more opportunities for relationship building are taking place. At the midpoint, the need for a shift in the number of activities to earn compensatory time will be evaluated.

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher attendance, teacher attendance cards.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will utilize high-yield instructional strategies to improve student performance in reading and math. **1**

 G074446

G1.B5 Insufficient Training for Non-ELA Teachers on Reading in Content Areas **2**

 B194349

G1.B5.S1 Teachers will receive training on Building Academic Vocabulary, Reciprocal Teaching, and close Reading throughout the year. The training will be done with all teachers and share strategies to effectively use each of these high-yield instructional strategies. **4**

 S205890

Strategy Rationale

Effectively using the BAV process, reciprocal teaching, and close reading will help students generate a larger vocabulary and learn how to identify words and their meanings through the use of context clues and prior knowledge.

Action Step 1 **5**

Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process, reciprocal teaching, and close reading.

Person Responsible

Diane Taylor

Schedule

Quarterly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Teacher attendance logs, data from classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Sign-in logs will be provided at all training to ensure all faculty are present and participating in the trainings as assigned. Following each training, school administration will visit each classroom to ensure the BAV model is being implemented properly and with fidelity.

Person Responsible

Linda Mumey

Schedule

Quarterly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Faculty attendance will be collected to ensure attendance and participation is tracked and classroom walkthrough data will be collected and tracked to ensure the appropriate classroom use.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The instructional coach will review student BAV artifacts to ensure the model has been implemented appropriately and to ensure that teachers are implementing the model at an effective level.

Person Responsible

Linda Mumey

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Student artifacts will be collected and reviewed to ensure the model is being implemented effectively. Each artifact will be reviewed to see that each step was appropriately followed and feedback will be provided for teachers.

G2. Teachers will utilize high-yield instructional strategies in social studies classrooms targeted at exceptional education students. 1

G074447

G2.B5 Lack of Training for Instructional Strategies for Students with Disabilities 2

B194356

G2.B5.S2 Improve training for the support facilitation model used for students who receive support as a specific accommodation. 4

S205893

Strategy Rationale

Many of the students receiving classroom support accommodations comprise a large portion of the lower quartile students. Having the support facilitation model implemented at a high-level for these students will help teacher guide them towards greater learning gains.

Action Step 1 5

Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.

Person Responsible

Diane Taylor

Schedule

On 5/2/2016

Evidence of Completion

In order to demonstrate the completion of the activity, the facilitator will collect attendance logs and monitor the training for appropriate participation.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Classroom walkthroughs will be conducted to ensure that the support facilitation model is being implemented with fidelity. The supervising administrator will conduct walkthroughs on a weekly basis to collect data and provide feedback to the teachers providing and receiving support.

Person Responsible

Diane Taylor

Schedule

Monthly, from 9/22/2015 to 5/2/2016

Evidence of Completion

Teacher and student data will be collected during the walkthroughs to ensure the model is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Student achievement data will be monitored on each progress-monitoring assessment throughout the year to ensure that student scores are improving to show the effectiveness of the strategy.

Person Responsible

John Antmann

Schedule

Monthly, from 9/22/2015 to 5/2/2016


Evidence of Completion

Student achievement data will be collected as evidence of the effectiveness of the strategy. The data will be analyzed and provided to teachers so the strategy may be evaluated and adaptations implemented as needed.

G3. Teachers will work collaboratively in order to improve student understanding in science content areas. 1

 G074448

G3.B7 Lack of vertical planning between grade levels. 2

 B194363

G3.B7.S1 Create more opportunities for all grade level Science teachers to meet and ensure proper vertical alignment between grade levels and curricula. 4

 S205898

Strategy Rationale

Increased opportunity for teachers to eliminate gaps in the science curriculum will ensure students have mastered all benchmarks and standards.

Action Step 1 5

Teachers will be provided the opportunity to meet on a monthly basis in order to ensure vertical curriculum alignment and eliminate instructional gaps between grade levels.

Person Responsible

John Antmann

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Attendance logs, minutes from meetings.

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

Administration will attend and participate in monthly meetings to ensure that an academic focus is maintained and monitor progress in the elimination of curriculum gaps.

Person Responsible

John Antmann

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Attendance logs, meeting minutes.

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

Student assessment data and classroom walk through data will be analyzed to determine the effectiveness of the strategy. Improved student performance on assessments will indicate fewer gaps in the Science curriculum.

Person Responsible

John Antmann

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

End of quarter student assessment data.

G4. Improve relationships between administration, classroom teachers, parents, and students. 1

G074449

G4.B11 Lack of opportunity for relationship building 2

B194374

G4.B11.S1 Teachers will have the opportunity to earn compensatory time in exchange for attending after school student activities. 4

S205904

Strategy Rationale

Teachers attending student activities (athletics, fine arts, etc.) will allow the teachers greater opportunity to show an interest in student personal interests and lead to greater relationship building opportunities.

Action Step 1 5

Provide teachers will the opportunity to earn compensatory time for attending a per-determined number of after-school student activities.

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher activity cards.

Plan to Monitor Fidelity of Implementation of G4.B11.S1 6

Teachers will be given cards on which they will track the number of after school activities attended. Teachers will receive administrative signatures to indicate attendance and will be granted compensatory time in exchange for a predetermined number of events.

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher activity cards.

Plan to Monitor Effectiveness of Implementation of G4.B11.S1 7

Teacher activity cards will be monitored to ensure an increase in teacher attendance at after-school student activities is occurring.

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher activity cards.

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.B5.S1.A1	Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process, reciprocal teaching, and close reading.	Taylor, Diane	9/22/2015	Teacher attendance logs, data from classroom walkthroughs.	5/31/2016 quarterly
G2.B5.S2.A1	Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.	Taylor, Diane	9/22/2015	In order to demonstrate the completion of the activity, the facilitator will collect attendance logs and monitor the training for appropriate participation.	5/2/2016 one-time
G3.B7.S1.A1	Teachers will be provided the opportunity to meet on a monthly basis in order to ensure vertical curriculum alignment and eliminate instructional gaps between grade levels.	Antmann, John	9/22/2015	Attendance logs, minutes from meetings.	5/31/2016 monthly
G4.B11.S1.A1	Provide teachers will the opportunity to earn compensatory time for attending a per-determined number of after-school student activities.	Mumey, Linda	9/1/2015	Teacher activity cards.	5/31/2016 annually
G1.MA1	Throughout the year, progress-monitoring test scores will be reviewed to ensure that students are progressing towards the goal of fewer students scoring a Level 1 on assessments. Following each progress-monitoring assessment, teachers will be provided with student data and they will use this data to alter and inform their instructional decisions.	Antmann, John	9/22/2015	Student achievement data will be collected and analyzed to determine if progress is being made towards the goal. Additionally, teacher reflections and lesson plans will be collected to ensure that necessary adaptations are being made to meet the established goal.	5/31/2016 quarterly
G1.B5.S1.MA1	The instructional coach will review student BAV artifacts to ensure the model has been implemented appropriately and to ensure that teachers are implementing the model at an effective level.	Mumey, Linda	9/22/2015	Student artifacts will be collected and reviewed to ensure the model is being implemented effectively. Each artifact will be reviewed to see that each step was appropriately followed and feedback will be provided for teachers.	5/31/2016 monthly
G1.B5.S1.MA1	Sign-in logs will be provided at all training to ensure all faculty are present	Mumey, Linda	9/22/2015	Faculty attendance will be collected to ensure attendance and participation is	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and participating in the trainings as assigned. Following each training, school administration will visit each classroom to ensure the BAV model is being implemented properly and with fidelity.			tracked and classroom walkthrough data will be collected and tracked to ensure the appropriate classroom use.	
G2.MA1	Student achievement data on progress-monitoring assessments will be collected to determine what progress has been made in achieving the goal.	Antmann, John	9/22/2015	Student achievement data will be analyzed to see what growth has been made in relation to the goal. The data will be used to evaluate the progress made relative to the goal and to make changes and adaptations as needed.	5/2/2016 monthly
G2.B5.S2.MA1	Student achievement data will be monitored on each progress-monitoring assessment throughout the year to ensure that student scores are improving to show the effectiveness of the strategy.	Antmann, John	9/22/2015	Student achievement data will be collected as evidence of the effectiveness of the strategy. The data will be analyzed and provided to teachers so the strategy may be evaluated and adaptations implemented as needed.	5/2/2016 monthly
G2.B5.S2.MA1	Classroom walkthroughs will be conducted to ensure that the support facilitation model is being implemented with fidelity. The supervising administrator will conduct walkthroughs on a weekly basis to collect data and provide feedback to the teachers providing and receiving support.	Taylor, Diane	9/22/2015	Teacher and student data will be collected during the walkthroughs to ensure the model is being implemented with fidelity.	5/2/2016 monthly
G3.MA1	Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.	Antmann, John	8/17/2015	Score reports, assessment scores.	5/31/2016 monthly
G3.B7.S1.MA1	Student assessment data and classroom walk through data will be analyzed to determine the effectiveness of the strategy. Improved student performance on assessments will indicate fewer gaps in the Science curriculum.	Antmann, John	9/22/2015	End of quarter student assessment data.	5/31/2016 monthly
G3.B7.S1.MA1	Administration will attend and participate in monthly meetings to ensure that an academic focus is maintained and monitor progress in the elimination of curriculum gaps.	Antmann, John	9/22/2015	Attendance logs, meeting minutes.	5/31/2016 monthly
G4.MA1	At the midpoint of the year, teacher attendance will be monitored at after-school activities to determine if more opportunities for relationship building are taking place. At the midpoint, the need for a shift in the number of activities to earn compensatory time will be evaluated.	Mumey, Linda	9/1/2015	Teacher attendance, teacher attendance cards.	5/31/2016 annually
G4.B11.S1.MA1	Teacher activity cards will be monitored to ensure an increase in teacher attendance at after-school student activities is occurring.	Mumey, Linda	9/1/2015	Teacher activity cards.	5/31/2016 annually
G4.B11.S1.MA1	Teachers will be given cards on which they will track the number of after school activities attended. Teachers will receive administrative signatures to indicate attendance and will be granted compensatory time in exchange for a predetermined number of events.	Mumey, Linda	9/1/2015	Teacher activity cards.	5/31/2016 annually

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. Teachers will utilize high-yield instructional strategies to improve student performance in reading and math.

G1.B5 Insufficient Training for Non-ELA Teachers on Reading in Content Areas

G1.B5.S1 Teachers will receive training on Building Academic Vocabulary, Reciprocal Teaching, and close Reading throughout the year. The training will be done with all teachers and share strategies to effectively use each of these high-yield instructional strategies.

PD Opportunity 1

Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process, reciprocal teaching, and close reading.

Facilitator

Judith Dombrowski, Instructional Coach

Participants

All faculty.

Schedule

Quarterly, from 9/22/2015 to 5/31/2016

G2. Teachers will utilize high-yield instructional strategies in social studies classrooms targeted at exceptional education students.

G2.B5 Lack of Training for Instructional Strategies for Students with Disabilities

G2.B5.S2 Improve training for the support facilitation model used for students who receive support as a specific accommodation.

PD Opportunity 1

Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.

Facilitator

Diane Taylor

Participants

All Teachers initially, All Support Teachers Throughout

Schedule

On 5/2/2016

G3. Teachers will work collaboratively in order to improve student understanding in science content areas.

G3.B7 Lack of vertical planning between grade levels.

G3.B7.S1 Create more opportunities for all grade level Science teachers to meet and ensure proper vertical alignment between grade levels and curricula.

PD Opportunity 1

Teachers will be provided the opportunity to meet on a monthly basis in order to ensure vertical curriculum alignment and eliminate instructional gaps between grade levels.

Facilitator

John Antmann

Participants

All science teachers.

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process, reciprocal teaching, and close reading.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	239-Other	0721 - Chiles Middle School	General Fund		\$4,200.00
<i>Notes: Instructional funding for after school tutorial and enrichment programs.</i>						
2	G2.B5.S2.A1	Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.				\$0.00
3	G3.B7.S1.A1	Teachers will be provided the opportunity to meet on a monthly basis in order to ensure vertical curriculum alignment and eliminate instructional gaps between grade levels.				\$0.00
4	G4.B11.S1.A1	Provide teachers will the opportunity to earn compensatory time for attending a per-determined number of after-school student activities.				\$0.00
					Total:	\$4,200.00