

Alachua County Public Schools

# Lawton M. Chiles Elementary School



2016-17 Schoolwide Improvement Plan

## Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

<https://www.sbac.edu/chiles>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	

*\*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 10/18/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Lawton M. Chiles Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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 and be prepared for the 21st century.
- \* 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.

##### b. 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.

#### 2. School Environment

##### a. 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 will build 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 both academic and behavioral concerns. Many of these processes are ongoing and may occur more frequently for some students depending upon individual student needs.

Parents are asked to complete student profile sheets at the end of each school year to tell us more about their child which is a relationship building tool for the teachers before the next school year begins. Home language surveys also provide additional student information support.

All faculty and staff will actively participate in a various school-wide supported social emotional programs.

This year will include Lauren's Kids, Harmony, Trauma Sensitive PD, Chiles mentoring, Rita Pierson "Every Child needs a Champion", Safe School, and emergency PD.

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

Lawton Chiles utilizes the district wide Raptor program to monitor all visitors both coming on and departing our school campus. There is a no exception policy for all to sign-in and out when visiting our school campus. A photo state issued identification is required and used by all to check into the front office. This ensures the safety of our students and school personnel. Our School Resource Officer (SRO) will conduct school wide lockdown and evacuation drills on a regular basis. He will also provide training and instruction to the faculty and staff on ways to maximize school safety for our students. The principal will provide school personnel with a copy of the Crisis and Emergency Plan during pre-planning and will review required procedures with the assistance of the SRO.

- 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 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, Assistant Principal, and BRT 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. Our monthly school-wide recognition program is called the Lawton Chiles Governor's Awards. Students are presented by grade level on the news and given a certificate.

Students

are selected on a monthly basis and a picture of the group of honorees is posted on the hallways.

Teachers are responsible for student supervision in their homeroom class during instruction and transitions. Teachers will use the "Safer Smarter Kids" program in their classrooms to empower students

to speak up for themselves and stay safe. Principal newsletter, The Communicator is sent home on a weekly basis to keep parents informed. Additionally, grade level teams also send home weekly parent communication about their specific grade.

All faculty and staff will actively participate in a various school-wide supported social emotional programs.

This year will include Lauren's Kids, Harmony, Trauma Sensitive PD, Chiles mentoring, Rita Pierson "Every

Child needs a Champion", Safe School, and emergency PD.

- 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 free grant sponsored academic tutoring. These students are also supervised until an adult picks them up or they are taken to the EDEP program for supervision.

**c. 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, BRT, and Guidance Counselor will attend 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 Behavioral Resource Teacher 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 response to intervention, crisis, social emotional, and 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 , Nine week treat for grades K-5 (popsicles, popcorn,etc.). Quarterly Activities: A/B Honor Roll Social, Governors' Award, Grade level Weekly Student Recognition.
- BRT 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 and behavior modification teacher training. Harmony emotional support kits will be issued to all grade level teachers for weekly use in the classroom during homeroom period.

**d. 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 by teachers and guidance counselor with grade specific programs:
  - Kindergarten – 5th grade – Chile Safety Matters, School Wide Anti-Bullying, and Lauren's Kids.
  - 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. This component meets the teacher led PE component. Sportmanship and working

with your peers is a priority.

- 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. The promotion of fitness with all students is the major focus of the program. With support and encouragement from peers, students set personal fitness goals and work to achieve them. In addition, classes are set up to use movement as a framework for teaching social skills. P.E. classes offer structure, opportunities, and expectations for all students so that they can learn how to communicate, work in small groups, problem solve, and be risk takers.
- School-wide participation in the Sanford Harmony Program. Grade level kits will be provided to all teachers for use in their classrooms with students. The program is based upon the building of healthy relationships one classroom at a time. The focus will be to obtain a reduction in bullying and help develop tolerant, compassionate, and caring adults. Students are empowered to communicate, cooperate, connect, and embrace diversity and resolve conflicts. The statewide initiative program, Lauren's Kids will also be an active program along with RAD Kids to promote social awareness and student safety.
- 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. Parent attendance and support is encouraged.
- 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.

Student planners provide an opportunity for daily communication to the students and parents. school newsletters, grade level news, parent conferences and phone homes are ways in which the school provides support.

### 3. Early Warning Systems

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

#### **a. 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, BRT, Assistant Principal, or 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 2016-2017 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.

Students that require additional instructional assistance to understand basic concepts in Math, Reading, and Science will be identified by two or more warning signals, and be given priority in additional support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	6	4	2	2	2	0	0	0	0	0	0	0	26
One or more suspensions	2	2	0	2	1	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	1	7	9	10	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	14	12	11	0	0	0	0	0	0	0	37

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	6	9	6	0	0	0	0	0	0	0	21	

**c. 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 and BRT 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.

After-school tutoring provided three days a week for an hour each day for at risk students in Reading and Math. The tutoring program will focus on providing additional structured core academic support for struggling students.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

#### 1. PIP Link

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

#### 2. Description

Our faculty and staff work to provide a learning environment that makes all parents feel welcome thereby enabling us to form a partnership with our parents. Parental involvement is essential to student achievement. We believe that parents who feel welcome and good about coming to school events will be more involved than those who do not feel as such.

To facilitate parent involvement, Lawton Chiles will do a variety of things:

- Parent meetings will be held in the evenings to impact increased attendance opportunities (School campus and SWAG center).
- Teachers will be trained on how to work with all families
- Parental workshops will be held on topics of parental interest and need such as new testing requirements
- Parent resource center in our Media Center
- Open House is held for parents to learn about the yearly learning plan for their children
- Daily student planners are used to provide a home/school communication tool
- Active parent volunteer program
- Folders and/or agendas are sent home daily/weekly to provide two way communication between school and home.
- Conferences are held as often as needed to address teacher and/or parent concerns.
- Projects that involve the home such as the "Family Immigration Project" completed in second grade each year.
- Musical shows performed by each grade level throughout the year for parents to view.
- Dad's Bring Your Children to School Day
- Grandparent's Day – special kindergarten activity
- Storybook Parade – kindergarten and first grade
- Diffendoffer Day Parade – third grade

- Study trips such as the museums at the University of Florida, theater plays, etc.
- Parent chaperones on trips such as Camp Crystal or Washington D.C. with Safety Patrol

## **2. 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. Community and corporate financial sponsorship is also provided through this effort.

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 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 was added during the previous school year of 2015-2016 school year for student use for literacy online support. The lab was 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 an educational community supported source, Alachua Educational Foundation to assist in sponsoring after-school tutoring in Math, Science, and Reading. In order to begin the tutoring program by September 26, 2016, the principal will request the use of SRP funding through the faculty and SAC to pay for teacher and para-aide stipends for after-school tutoring services.

## **C. Effective Leadership**

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

### **1. School Leadership Team**

#### **a. Membership**

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



Name	Title
Freeman, Valerie	Principal
Stobbie, Kim	Teacher, K-12
Bosarge, Lisa	Teacher, K-12
Ramey, Karen	Teacher, K-12
Andino, Sara	Teacher, K-12
Surrency, Susan	Teacher, K-12
Blackwood, Brooke	Teacher, K-12
Resczenski, Cristina	Instructional Media
Warner, Deidre	Other
Leibach, Tracy	School Counselor
Booth, Suzanne	Assistant Principal

## b. Duties

### ***1. 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 district based trainings in regards to formal and informal district assessments. Monthly SAC, grade level team leader, and administrative meetings provide opportunities for shared decision making and collaborative efforts.

### ***2. 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 and parents 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.

Our BRT will attend monthly PBS district meetings and hold school based PBS meetings with one member

from each grade level. The BRT will also conduct PBS driven inservice for faculty and staff members.

- 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), awarded grants, Title I, and other internal sources of funding.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Brooke Blackwood	Teacher
Jill Shea	Parent

## **b. Duties**

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

#### **a. 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 2015-2016 SIP with the SAC committee was used to analyze and prepare the 2016-2017 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.

#### **b. Development of this school improvement plan**

Principal  
Assistant Principal  
All grade level teachers  
Three resource teachers  
PTA members  
Two community members  
One Educational Support Employee  
SAC members

#### **c. Preparation of the school's annual budget and plan**

The building principal reviews the district provided available funds by center report. From that point a prepared annual budget and plan is developed based on the needs of the teachers and students, as well as any other identified areas of need. Input was provided by the faculty and staff as well as 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 positively impact the school's annual budget and plan. Some of the budgetary items included in the 2016-2017 budget include after-school tutoring, books and supplies for book study, researched based Focused Reading and Math intervention kits and student enhancement activities.

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

2015-2016 Annual Expenditures of School Improvement Funds:

Lottery Funds:

Expenditures What was purchased

\$2,056.00 Salaries

\$542.55 Fringe Benefits

\$3,283.31 Supplies

\$1,455.12 Furniture, Fixtures & Equip.

\$ 211.55 Other Personnel Services

Meeting date was September 8, 2015 by vote.

ADV Funds:

Expenditures What was purchased

\$1,098.00 Salaries

\$163.02 Fringe  
\$2,059.89 Travel  
\$79.00 Equipment Maint..  
\$25.00 Other purchased services  
\$1,629.42 Supplies  
\$156.45 Books  
\$ 2,658.16 Furniture, Fixtures and Equipment  
\$429.00 Non-Inventory Computer Equipment  
\$740.89 Other Personnel Services  
Meeting date was October 10, 2015 by vote

SRP Funds:  
Expenditures What was purchased  
\$798.00 Non Cap AV Materials  
\$941.78 Non Inventory Equipment  
Meeting date was September 8, 2015 by vote

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Freeman, Valerie	Principal
Andino, Sara	Teacher, K-12
Booth, Suzanne	Assistant Principal
Blackwood, Brooke	Teacher, K-12
Bosarge, Lisa	Teacher, K-12
Surrency, Susan	Teacher, K-12
Resczenski, Cristina	Teacher, K-12
Stobbie, Kim	Teacher, K-12
Ramey, Karen	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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 Principal and 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 various district literacy based programs such as I-Station, Fast ForWord, SmartyAnts, Achieve 3000, My Sidewalks, and Reading Street. The literacy based results are currently being utilized to drive teacher instruction in the classroom, determine Title I interventions services, ESE goal support, and after-school academic intervention literacy needs.

Administrative weekly meetings with FCIMS teacher to review, evaluate, and respond to data indicators. Data driven decisions are then made and implemented based upon those identified needs.

#### **D. Public and Collaborative Teaching**

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

##### **1. 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. Each grade level team is given the opportunity to meet once annually off campus for their team meeting.

The overall culture of the school and classroom will be positively impacted by:

Team Building

Chiles Match Mentoring Program

Grade Level Team Leaders

Monthly Grade Level Sponsored Socials

PBS Initiatives

Targeted Guidance Lessons

Parent Involvement Activities ( On school campus and off campus)

Grade Level Team once a year off campus team meeting

Various School/Home Communication

Collaborative Team Meetings/ vertical and horizontal planning and data chats.

##### **2. 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. Some of the interns upon graduation are hired after complying with the district hiring policy for all potential applicants. We also look to hire teachers with experience and a love of education from serving students. The interview team can 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.

Use of district online system which is AppliTrack to assist in identifying, interviewing, and hiring of school personnel. Creation of a welcoming working environment is crucial to the retention of high qualified and effective teachers. Professional development opportunities in instruction, technology, ESE, ESOL, Behavior modification, Social/Emotional, Literacy and math, and Writing workshops are also effective methods in developing and maintaining qualified personnel.

### **3. 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. Our various new teacher coaches from the site based programs also provide mentoring support to new teachers to Lawton Chiles. Additionally, 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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 –Reflex Math, Mountain Math, Calendar Math, Focused Math and Reading Intervention Kits, Handwriting Without Tears, Secret Stories, computer based literacy based programs (Fast ForWord and I-station) 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 assign them into small intensive intervention groups. The LIPS program and waterford program will be additional directed resources utilized.
  - Teachers will attend district math, reading, writing, technology and science cohort groups throughout the year. The Principal and AP will meet with the math district supervisor early in the school year to gain insight on suggested effective instructional practices to share with the faculty.
  - 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.
- The third grade retention grade level team will purchase researched base Reading resources to support all students on their team.
- 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 bi-annual administered formative assessments based upon item specification areas (AIMS).  
Inservice training for teachers on the various math support curriculum areas available on CANVAS.  
Teacher review of "effective test question writing" with Principal and AP will increase critical and higher order thinking skills.

Continuous progress monitoring of student data to drive instruction will result in a positive impact on student achievement. This is accomplished through various sources such as CIMS data chats with administration, RTI, Instructional data notebooks and logs, Goal setting for individual students, attendance and behavioral monitoring.

## **b. Instructional Strategies**

**1. 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 2016-2017 school year included the following previous year sources:

- Review of FSA – 2015-16 school year data (faculty data chats and reflective discussions)
- Previous year discipline referrals and Behavioral data IC reports – 2015-2016 school year
- Students with 504, IEP, and EPT plans. Progress Monitoring Plans (their goals, needs, and progress).
- Previous RTI information from 2015-2016 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 to identify struggling students and their content areas of deficiency.

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

- Infinite Campus Accountability Identifiers Report and "watch list" of lowest 1/3 IC report
- Reading, Math, and Science Formative 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.

Focus data driven areas include:

- 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 )
- 39% of 723 students = 282 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 grades 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. Grade level team data driven discussions will take place on a monthly basis. Progress Monitoring to assist with identifying the academic foot print for the student noted below:
  - Kindergarten: Kindergarten readiness assessment/ FLICKERS/ other baseline assessments
  - 1st - 5th: Bi-annual Formative Assessments (AIMS).

Progress Monitoring Plans (PMP) and Writing samples will be placed in student curriculum folders

**2. 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 and reading for struggling students. The sessions will be offered two to three days a week for one hour a day. There will be two concurrent after-school programs: Title I for those students receiving Title I services during the day and a regular sponsored program to serve additional identified struggling students. Those students are typically identified by free/reduced lunch status and have other early warning signs risk factors (poor attendance, low grades, behavioral referrals and low test scores). A focus for multi-grade level tutoring that will be financially sponsored by SRP, Title I, and awarded grant funds. Researched based programs such as Achieve 3000, Fast ForWord, Focused Intervention, and direct teacher supported tutoring will be provided during the after-school instructional time.

**Strategy Rationale**

Providing additional structured core academic support for lower performing students. Which will include:

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.

Literacy Reading/ELA After-school Program:

Computer based Achieve 3000, FAST ForWord, I-Station and other literacy intervention programs will be used by students to extend their individualized instruction in reading two to 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. based upon teacher diagnostic.

**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

Continuous review of student academic progression toward achieving learning goals.

**Strategy:** Extended School Day

**Minutes added to school year:** 600

Book Study (Teach like a Champion, Classroom Mindset), monthly faculty in-service Training (Data Chats, standards based teaching strategies (item specification, higher order test writing skills, vertical and horizontal grade level team discussions), Rubrics under teacher evaluation process, sensitivity and trauma training, RTI and PMP process review and effective teaching strategy trainings).

***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](mailto: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. Teachers that have experience with remediation needed skills are employed to provide instruction during the summer program.

**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 in the minimum needed skills to advance to 4th grade, if 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 scale scores from the test are collected and used to determine promotion or retention for the third grade students based upon the state level 3 and above set scale scores.. 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. The principal and AP will review the number of students in need of summer school support and those that are still not promotable at the end of the summer for a comparison of effectiveness.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

- Chiles kindergarten encourages participation in kindergarten round-up program to assist with Kindergarten transitions. This year we will include :Head Start Pre-K connection to ease kindergarten transitions.
- 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.  
Contact with Pre-K ESE feeder schools to prepare to meet student unique needs.

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 2017 conference will include informative presentations for Pre-K students transitioning to Kindergarten. This will include ESE and non ESE Pre-K students.

## **b. College and Career Readiness**

### **1. 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 their professions with many of our grade level students. Engineering night for math, science and technology college and career awareness.
- 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.

### **2. 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.

### **3. 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 and Engineering 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  
Addition of Robotics program in 5th grade to increase hands on science and math experiences.
- Career education based speakers and classroom volunteers (UF Engineering student volunteers in classrooms for support).
- After school Math Team – competitions within and outside of the district  
After school and weekend- Robotic competition participation

### **4. 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.

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

## B. 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.

## C. Strategic Goals

## 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.** The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior.
- G2.** 70% or above of 5th grade students will achieve a level of 3 or above on the administered Science FCAT 2.0.
- G3.** School-wide proficiency goals have been established for students in grades 3-5 to increase their proficiency level by 5% in the areas of Reading and Math based upon a comparison of FSA results for the 2015-2016 to the 2016 -2017 testing administration year. Data driven monitoring will result in a proficiency goal of 72% on the ELA and 75% on the Math FSA. Additionally, we have a targeted gain of 63% on the ELA district assessment (AIMS) for our lower performing quartile students for this year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior. 1a

G085231

### Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

### Targeted Barriers to Achieving the Goal 3

- Many of our bus riders do not have an alternative mode of transportation to get to school if they miss the bus. An additional barrier is the lack of a public transportation stop in front of Lawton Chiles. Supportive based socio-emotional programs that will impact the diverse needs of our students.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent outreach Truancy prevention guides to keeping students in school. Utilizing various programs such as Lauren's Kids, Harmony, Guidance researched based classroom resources, and our Chiles mentoring match program.

### Plan to Monitor Progress Toward G1. 8

Implementation of Social and Emotional Supportive Programs

#### Person Responsible

Tracy Leibach

#### Schedule

Weekly, from 9/19/2016 to 6/2/2017

#### Evidence of Completion

Confirmation of implementation through observations and positive student responses(impact)

**G2.** 70% or above of 5th grade students will achieve a level of 3 or above on the administered Science FCAT 2.0. **1a**

 G085232

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Level 3	70.0

**Targeted Barriers to Achieving the Goal** **3**

- Science district adopted curriculum is stored in extremely large and bulky boxes that present a classroom storage issue. Administration will repack in smaller plastic boxes that can be easily managed inside of classroom for storage. An increase in inquiry based science using the curriculum and grade level mobile science cart will be the strategy when all items are more accessible.
- Incorrect interpretation of formative data indicating weak or area of needed reinforcement for students

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- If the Science curriculum can easily be stored inside the classroom by the teacher, the usage will increase with the students with an inquiry based emphasis.

**Plan to Monitor Progress Toward G2.** **8**

Data will be collected from teacher based assessments and district formative assessments.

**Person Responsible**

Suzanne Booth

**Schedule**

Every 6 Weeks, from 10/17/2016 to 5/31/2017

**Evidence of Completion**

Monitoring and review of 5th grade student performance on standard based areas

**G3.** School-wide proficiency goals have been established for students in grades 3-5 to increase their proficiency level by 5% in the areas of Reading and Math based upon a comparison of FSA results for the 2015-2016 to the 2016 -2017 testing administration year. Data driven monitoring will result in a proficiency goal of 72% on the ELA and 75% on the Math FSA. Additionally, we have a targeted gain of 63% on the ELA district assessment (AIMS) for our lower performing quartile students for this year. 1a

G085233

#### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains District Assessment	63.0
FSA Mathematics Achievement	75.0
FSAA Science Achievement	70.0

#### Targeted Barriers to Achieving the Goal 3

- Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. 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 bi-annual assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA.
- Time constraints for professional development training workshops including time to conduct meaningful book studies and professional development training. Faculty training time with teacher leaders to support professional development effectiveness.
- High cost factor of the grade level intervention kits to meet the needs of our lowest performing students is expensive and covers only one grade level per kit.

#### Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math resource textbooks, outside resources secured by the school, district, teacher, book study, professional development training workshops. Additional Science resources (AIMS curriculum resource support).

#### Plan to Monitor Progress Toward G3. 8

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

##### Person Responsible

Valerie Freeman

##### Schedule

Monthly, from 9/6/2016 to 5/5/2017

##### Evidence of Completion

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

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 9/12/2016 to 5/26/2017

***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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior. **1**

 **G085231**

**G1.B1** Many of our bus riders do not have an alternative mode of transportation to get to school if they miss the bus. An additional barrier is the lack of a public transportation stop in front of Lawton Chiles. Supportive based socio-emotional programs that will impact the diverse needs of our students. **2**

 **B226645**

**G1.B1.S1** School attendance monitoring and enforcement procedure trainings for faculty and staff to support identified students with an attendance rate of less than 90% and a decrease in discipline referrals by 10%. **4**

 **S239117**

### Strategy Rationale

District, school, and community support in a partnership will assist parents in being informed and support a decrease in the number of student absences. A reduction in behavioral referrals will support a stronger effective learning environment.

### Action Step 1 **5**

Progress monitoring of attendance and discipline data by leadership team

#### Person Responsible

Deidre Warner

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

IC attendance reports and IC behavioral data reports

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

The BRT will actively monitor and respond to the data presented on IC attendance and behavioral reports

**Person Responsible**

Deidre Warner

**Schedule**

Biweekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Parent contact logs and documented reduction in absences and behavioral referrals

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

Social Emotional PD from various researched based programs

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 5/3/2017 to 5/3/2017

***Evidence of Completion***

Actual support and documentation of implementation

**G1.B1.S2** School-wide implemented K-5 Harmony Social Emotional Program that will be instructed by the teachers once weekly during homeroom classes. 4

 S239118

### Strategy Rationale

The use of homeroom time for social emotional programs with a diverse group of students will support the positive impact desired on attendance and behavior.

### Action Step 1 5

Harmony Social Emotional Program

#### Person Responsible

Deidre Warner


#### Schedule

Weekly, from 9/26/2016 to 6/2/2017

#### Evidence of Completion

Teacher attendance with PD and observed weekly implementation

**G1.B1.S3** Trauma Sensitive Team, structured guidance classroom lessons, faculty and staff mentoring matches for students with two or more early warning indicators. 4

 S239119

### Strategy Rationale

The stronger the emotional and social support for identified students with attendance and behavioral issues, the lower the noted deficiencies.

### Action Step 1 5

Implementation of Trauma Sensitive Guide and Social emotional programs provided by guidance

#### Person Responsible

Tracy Leibach

#### Schedule

Weekly, from 9/6/2016 to 6/2/2017

#### Evidence of Completion

Reduction in student absences/tardies and behavioral referrals after full implementation



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

Monitor Attendance and Behavioral referrals

**Person Responsible**

Deidre Warner

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

IC Reports with student data of comparison for 2015-2016 and 2016-2017 school year

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

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G2.** 70% or above of 5th grade students will achieve a level of 3 or above on the administered Science FCAT 2.0. **1**

 G085232

**G2.B1** Science district adopted curriculum is stored in extremely large and bulky boxes that present a classroom storage issue. Administration will repack in smaller plastic boxes that can be easily managed inside of classroom for storage. An increase in inquiry based science using the curriculum and grade level mobile science cart will be the strategy when all items are more accessible. **2**

 B226646

**G2.B1.S1** Repack the Science curriculum in more manageable boxes to be stored and used in the classroom. Encourage interdisciplinary lessons such as AIMS to integrate math and science daily in the classroom **4**

 S239120

### Strategy Rationale

Teachers will then be able to utilize the Science curriculum with ease in the classroom along with the grade level mobile science kit for more hands on instructional support. Positive impact on math and science curriculum connections.

### Action Step 1 **5**

Purchase and provide AIMS and inquiry directed resource materials to assist teachers in integrating math and science in daily instructional lessons

#### Person Responsible

Valerie Freeman

#### Schedule

On 6/2/2017

#### Evidence of Completion

Teachers will produce lesson plans and instructional classroom observations that support the use of AIMS and inquiry based resources.

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plan implementation and classroom observations

### **Person Responsible**

Valerie Freeman

### **Schedule**

Quarterly, from 9/26/2016 to 6/2/2017

### ***Evidence of Completion***

Positive impact on formative science assessments including teacher created inquiry based assessment tasks

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor Science formative data

### **Person Responsible**

Suzanne Booth

### **Schedule**

Semiannually, from 10/24/2016 to 1/31/2017


### ***Evidence of Completion***

Comparison of formative Science assessment results with summative Science assessment results for reliability and validity support.

**G2.B2** Incorrect interpretation of formative data indicating weak or area of needed reinforcement for students **2**

 B226647

**G2.B2.S1** Teachers will monitor and analyze formative science data to ensure the correct responses to corrective data driven science instruction. **4**

 S239121

### Strategy Rationale

Correct interpretation of formative science data will produce effective classroom instruction identifying weak curriculum based areas and responding appropriately.

### Action Step 1 **5**

Teachers and administration will analyze formative science data

#### Person Responsible

Suzanne Booth

#### Schedule

Semiannually, from 10/28/2016 to 1/31/2017

#### Evidence of Completion

Bi-annual formative collected Science data

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Science grade level mobile carts submissions per grade level team on a weekly rotational basis

#### Person Responsible

Suzanne Booth

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Weekly hands-on and inquiry based submissions by grade level team to post in school newsletter (Lawton Chiles Communicator)

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Utilize the SRE format in teacher created assessment questions in science which will create open ended inquiry based questions that include justification for student responses.

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Teachers will submit and be observed utilizing the SRE format of Science based questions on a gradual release basis. Examples include: The statement I chose.... The reason why... This option is correct because.....


**G3.** School-wide proficiency goals have been established for students in grades 3-5 to increase their proficiency level by 5% in the areas of Reading and Math based upon a comparison of FSA results for the 2015-2016 to the 2016 -2017 testing administration year. Data driven monitoring will result in a proficiency goal of 72% on the ELA and 75% on the Math FSA. Additionally, we have a targeted gain of 63% on the ELA district assessment (AIMS) for our lower performing quartile students for this year. **1**

 G085233

**G3.B1** Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. 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 bi-annual assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA. **2**

 B226648

**G3.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**

 S239122

### 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 8/22/2016 to 5/31/2017

#### Evidence of Completion

Teacher attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs. District based math supervisor presenting to faculty in CANVAS updates with confirmation of use noted on program.

## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs & Class Observations

### Person Responsible

Valerie Freeman

### Schedule

Monthly, from 8/22/2016 to 6/2/2017

### 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 G3.B1.S1 7

Observation of standards based teaching, student assessment data

### Person Responsible

Valerie Freeman

### Schedule

Monthly, from 8/22/2016 to 6/2/2017

### Evidence of Completion

ACIIS documentation through Snapshots, Formative assessment results from AIMS and teacher produced assessments.



**G3.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 lead teachers, and other professional development opportunities through the district will be provided for teachers to utilize and promote growth. Internal thematic content PD will be presented by the various grade level groups on a rotational monthly basis. **4**

 S239123

### 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. Internal supportive PD accomplish a direct purpose of meeting your individual school needs.

### 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. District based and presented PD in the academic areas of ELA, Math, and Science.

#### Person Responsible

Valerie Freeman

#### Schedule

Monthly, from 8/22/2016 to 5/31/2017

#### 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 G3.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? Intensive intervention curriculum resources along with human resource support for our lower quartile performing students from Title I will be utilized both during and after-school. Monitoring of fidelity will be provided by tracking the progression of those students on a constant basis.

**Person Responsible**

Valerie Freeman

**Schedule**

Monthly, from 8/17/2016 to 6/3/2017

***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 or growth expectations for our targeted proficiency group in ELA and Math. This would also apply to our targeted lower performing students as well. Progress monitoring plans will be in place for those in danger of retention.

**Plan to Monitor Fidelity of Implementation of G3.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 8/17/2016 to 6/1/2017

***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 G3.B1.S2 6

FCIMS meeting on a weekly basis with administration to ensure the ELA growth for our lower quartile performing students in grades 3rd, 4th and 5th.

#### **Person Responsible**

Suzanne Booth

#### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017

#### **Evidence of Completion**

The FCIMS teacher , Mrs. Mosely will produce data from the various support resouces utlized for Title I students that are also the composition of our lower performing quartile students.

### Plan to Monitor Effectiveness of Implementation of G3.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 8/24/2016 to 6/1/2017

#### **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 G3.B1.S2 7

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

### Person Responsible

Suzanne Booth

### Schedule

Weekly, from 8/24/2016 to 6/1/2017

### Evidence of Completion

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

**G3.B1.S3** Teachers will be divided in curriculum appropriate groups to complete a book study based upon the books "Teach like a Champion and Mindset in the Classroom". 4

 S239124

### Strategy Rationale

This is an opportunity to equip our teachers with tools that are up to date and linked to implementation of unwrapping the Florida Standards and implementing effective classroom instructional practices in the classroom.

## Action Step 1 5

Teachers will engage in various book studies with a small group design. Teach like a Champion and Mindset in The Classroom will be our school-wide focus to support our goals.

### Person Responsible

Valerie Freeman

### Schedule

Monthly, from 11/14/2016 to 4/28/2017

### Evidence of Completion

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

### Plan to Monitor Fidelity of Implementation of G3.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 10/3/2016 to 1/9/2017

#### ***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 G3.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 9/1/2016 to 6/2/2017

#### ***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.

**G3.B2** Time constraints for professional development training workshops including time to conduct meaningful book studies and professional development training. Faculty training time with teacher leaders to support professional development effectiveness. **2**

 B226649

**G3.B2.S1** Administrative staff will use early release Wednesdays for professional development. Providing a structured schedule for the teachers in advance and uninterrupted PD sessions. **4**

 S239125

### Strategy Rationale

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

### Action Step 1 **5**

Professional development workshops will be provided on selected early release Wednesdays. Focus areas will include: Peer and quality IEP trainings, ESE inclusion, Safety and Emergency Prep, Behavioral modification, RTI, Socio-Emotional (Harmony), Data analysis and response, Evaluator rubrics, and Professional ethics.

#### Person Responsible

Valerie Freeman

#### Schedule

Monthly, from 8/8/2016 to 5/31/2017

#### Evidence of Completion

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

### Action Step 2 **5**

After-school Tutoring provided by certified teachers in Reading and Math and PD after-school trainings for teacher which will include thematic school based PD opportunities.

#### Person Responsible

Valerie Freeman

#### Schedule

Monthly, from 10/24/2016 to 5/26/2017

#### Evidence of Completion

Student After-school attendance sheets and Professional development after-school trainings for Teachers Impact of After-school will be noted in positive academic growth with students served.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

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

**Person Responsible**

Valerie Freeman

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Frequent classroom walk-through snapshots to promote reflective teacher discussions

**Person Responsible**

Suzanne Booth

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**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 G3.B2.S1** 7

Formal Classroom Observations

**Person Responsible**

Valerie Freeman

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Evidence of formal observations will be documented through district system (ACIIS)



**G3.B3** High cost factor of the grade level intervention kits to meet the needs of our lowest performing students is expensive and covers only one grade level per kit. **2**

 B226650

**G3.B3.S1** Implementing theme based grade level team presentations at monthly faculty meetings. **4**

 S239126

### **Strategy Rationale**

Teachers will meet monthly for faculty meetings and present/participate in grade level theme based professional development presentations. Internal presentations will meet our school individual needs and a sharing of our best practices used by our teachers in their classrooms.

### **Action Step 1 **5****

Themed based FSA "Best Classroom Instructional Practices" grade level presentations.

#### **Person Responsible**

Valerie Freeman

#### **Schedule**

Monthly, from 8/31/2016 to 5/31/2017

#### ***Evidence of Completion***

Monthly Faculty sign- in sheets, CREATE PD verification in ACIIS. Continuous review and reporting of positive impact on progression toward student achieving goal expectations.

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6****

Schedule in advance each team presentation on an assigned monthly bases to a selected team.

#### **Person Responsible**

#### **Schedule**

Monthly, from 10/5/2016 to 3/1/2017

#### ***Evidence of Completion***

Teacher sign -in for faculty meeting attendance and 100% faculty participation

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Administration will organize and follow up on the active participation and feedback from teachers.

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 10/5/2016 to 5/3/2017











***Evidence of Completion***

Student data results from state driven assessments in all core academic areas.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S3.MA1 M316834	[no content entered]		No Start Date		No End Date one-time
G3.B1.S3.MA1 M316850	Administrative team and FCIMS teacher will facilitate a book study(Teach Like a Champion) with...	Freeman, Valerie	10/3/2016	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.	1/9/2017 monthly
G2.B1.S1.MA1 M316837	Monitor Science formative data	Booth, Suzanne	10/24/2016	Comparison of formative Science assessment results with summative Science assessment results for reliability and validity support.	1/31/2017 semiannually
G2.B2.S1.A1 A309664	Teachers and administration will analyze formative science data	Booth, Suzanne	10/28/2016	Bi-annual formative collected Science data	1/31/2017 semiannually
G3.B3.S1.MA1 M316855	Schedule in advance each team presentation on an assigned monthly bases to a selected team.		10/5/2016	Teacher sign -in for faculty meeting attendance and 100% faculty participation	3/1/2017 monthly
G3.B1.S3.A1 A309667	Teachers will engage in various book studies with a small group design. Teach like a Champion and...	Freeman, Valerie	11/14/2016	Small groups will collaboratively discuss and reflect on topics included in the school-wide book study and thematic based faculty meeting, Teach Like A Champion and Mindset in the classroom will be our selected resources. The goal will be to positively impact and increase effective teaching strategies for all grade level teachers.	4/28/2017 monthly
G1.B1.S1.MA1 M316832	Social Emotional PD from various researched based programs	Booth, Suzanne	5/3/2017	Actual support and documentation of implementation	5/3/2017 monthly
G3.B3.S1.MA1 M316854	Administration will organize and follow up on the active participation and feedback from teachers.	Booth, Suzanne	10/5/2016	Student data results from state driven assessments in all core academic areas.	5/3/2017 monthly
G3.MA1 M316856	Observations through Snapshots, analysis of formative student assessment scores ( AIMS),...	Freeman, Valerie	9/6/2016	ACIIS documentation through Snapshots, student test scores found in PCG from AIMS nine week assessment	5/5/2017 monthly
G3.MA2 M316857	Observations through Snapshots, student assessment scores found in PCG and other district resources.	Booth, Suzanne	9/12/2016	ACIIS documentation through Snapshots found in ACIIS, student test scores found in PCG and Infinite Campus student data reports.	5/26/2017 monthly
G3.B2.S1.A2 A309669	After-school Tutoring provided by certified teachers in Reading and Math and PD after-school...	Freeman, Valerie	10/24/2016	Student After-school attendance sheets and Professional development after-school trainings for Teachers Impact of After-school will be noted in positive academic growth with students served.	5/26/2017 monthly
G2.MA1 M316841	Data will be collected from teacher based assessments and district formative assessments.	Booth, Suzanne	10/17/2016	Monitoring and review of 5th grade student performance on standard based areas	5/31/2017 every-6-weeks
G3.B1.S1.A1 A309665	Florida Standards Assessment Training in preparation for the district based formative AIMS...	Freeman, Valerie	8/22/2016	Teacher attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs. District based math supervisor	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				presenting to faculty in CANVAS updates with confirmation of use noted on program.	
G3.B2.S1.A1 A309668	Professional development workshops will be provided on selected early release Wednesdays. Focus...	Freeman, Valerie	8/8/2016	Sign in sheets, teacher follow-up documentation, ACIIS Inservice Transcript through CREATE.	5/31/2017 monthly
G3.B3.S1.A1 A309670	Themed based FSA "Best Classroom Instructional Practices" grade level presentations.	Freeman, Valerie	8/31/2016	Monthly Faculty sign- in sheets, CREATE PD verification in ACIIS. Continuous review and reporting of positive impact on progression toward student achieving goal expectations.	5/31/2017 monthly
G3.B1.S2.A1 A309666	Principal and Assistant Principal will provide resources for teachers, share professional...	Freeman, Valerie	8/22/2016	Documentation of professional development through ACIIS, documentation of meetings with staff sign in sheets, and documentation mentor/ faculty in-service meetings teachers.	5/31/2017 monthly
G3.B1.S2.MA1 M316844	Administrative Walk throughs will be conducted on a regular and rotational basis in the classroom....	Freeman, Valerie	8/24/2016	Snapshot classroom walk-through data will be collected in the district ACIIS system. Observed teacher effectiveness utilizing the rubric system should support strategy.	6/1/2017 weekly
G3.B1.S2.MA4 M316845	Classroom walk-throughs utilizing district rubrics system reflecting effectiveness of observed...	Booth, Suzanne	8/24/2016	Data collected in the ACIIS system of weekly walk-throughs and graph represented by the district.	6/1/2017 weekly
G3.B1.S2.MA2 M316847	Administrative team will conduct periodic checks to see if resource materials, information from...	Freeman, Valerie	8/17/2016	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.	6/1/2017 monthly
G1.MA1 M316836	Implementation of Social and Emotional Supportive Programs	Leibach, Tracy	9/19/2016	Confirmation of implementation through observations and positive student responses(impact)	6/2/2017 weekly
G1.B1.S1.MA1 M316833	The BRT will actively monitor and respond to the data presented on IC attendance and behavioral...	Warner, Deidre	9/19/2016	Parent contact logs and documented reduction in absences and behavioral referrals	6/2/2017 biweekly
G1.B1.S1.A1 A309660	Progress monitoring of attendance and discipline data by leadership team	Warner, Deidre	8/22/2016	IC attendance reports and IC behavioral data reports	6/2/2017 monthly
G2.B1.S1.MA1 M316838	Lesson plan implementation and classroom observations	Freeman, Valerie	9/26/2016	Positive impact on formative science assessments including teacher created inquiry based assessment tasks	6/2/2017 quarterly
G2.B1.S1.A1 A309663	Purchase and provide AIMS and inquiry directed resource materials to assist teachers in integrating...	Freeman, Valerie	10/3/2016	Teachers will produce lesson plans and instructional classroom observations that support the use of AIMS and inquiry based resources.	6/2/2017 one-time
G2.B2.S1.MA1 M316839	Utilize the SRE format in teacher created assessment questions in science which will create open...	Booth, Suzanne	8/22/2016	Teachers will submit and be observed utilizing the SRE format of Science based questions on a gradual release basis. Examples include: The statement I chose.... The reason why... This option is correct because.....	6/2/2017 monthly
G2.B2.S1.MA1 M316840	Science grade level mobile carts submissions per grade level team on a weekly rotational basis	Booth, Suzanne	8/22/2016	Weekly hands-on and inquiry based submissions by grade level team to post in school newsletter (Lawton Chiles Communicator)	6/2/2017 weekly
G3.B1.S1.MA1 M316842	Observation of standards based teaching, student assessment data	Freeman, Valerie	8/22/2016	ACIIS documentation through Snapshots, Formative assessment	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				results from AIMS and teacher produced assessments.	
G3.B1.S1.MA1  M316843	Walkthroughs & Class Observations	Freeman, Valerie	8/22/2016	Documentation on ACIIS for Professional Development. Evidence on evaluations with impact supported by walk-throughs and classroom observations.	6/2/2017 monthly
G3.B2.S1.MA1  M316851	Frequent classroom walk-through snapshots to promote reflective teacher discussions	Booth, Suzanne	8/29/2016	Documentation on ACIIS and district data collected feedback. Reflective discussions and follow-up with teachers.	6/2/2017 weekly
G3.B2.S1.MA3  M316852	Formal Classroom Observations	Freeman, Valerie	9/6/2016	Evidence of formal observations will be documented through district system (ACIIS)	6/2/2017 weekly
G3.B2.S1.MA1  M316853	Documentation of Reflective In-service Training (District and School based)	Freeman, Valerie	8/22/2016	Sign in sheets, teacher follow-up documentation, ACIIS transcript documentation	6/2/2017 monthly
G1.B1.S2.A1  A309661	Harmony Social Emotional Program	Warner, Deidre	9/26/2016	Teacher attendance with PD and observed weekly implementation	6/2/2017 weekly
G3.B1.S2.MA5  M316848	FCIMS meeting on a weekly basis with administration to ensure the ELA growth for our lower quartile...	Booth, Suzanne	8/22/2016	The FCIMS teacher, Mrs. Mosely will produce data from the various support resources utilized for Title I students that are also the composition of our lower performing quartile students.	6/2/2017 weekly
G1.B1.S3.MA1  M316835	Monitor Attendance and Behavioral referrals	Warner, Deidre	9/19/2016	IC Reports with student data of comparison for 2015-2016 and 2016-2017 school year	6/2/2017 weekly
G1.B1.S3.A1  A309662	Implementation of Trauma Sensitive Guide and Social emotional programs provided by guidance	Leibach, Tracy	9/6/2016	Reduction in student absences/tardies and behavioral referrals after full implementation	6/2/2017 weekly
G3.B1.S3.MA1  M316849	Classroom snapshots will be completed weekly to monitor usage and effectiveness of new strategies...	Freeman, Valerie	9/1/2016	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.	6/2/2017 weekly
G3.B1.S2.MA1  M316846	Principal will do periodic checks to see if resource materials, information from cohort groups, and...	Freeman, Valerie	8/17/2016	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 or growth expectations for our targeted proficiency group in ELA and Math. This would also apply to our targeted lower performing students as well. Progress monitoring plans will be in place for those in danger of retention.	6/3/2017 monthly

## V. Professional Development Opportunities

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

**G2.** 70% or above of 5th grade students will achieve a level of 3 or above on the administered Science FCAT 2.0.

**G2.B1** Science district adopted curriculum is stored in extremely large and bulky boxes that present a classroom storage issue. Administration will repack in smaller plastic boxes that can be easily managed inside of classroom for storage. An increase in inquiry based science using the curriculum and grade level mobile science cart will be the strategy when all items are more accessible.

**G2.B1.S1** Repack the Science curriculum in more manageable boxes to be stored and used in the classroom. Encourage interdisciplinary lessons such as AIMS to integrate math and science daily in the classroom

### PD Opportunity 1

Purchase and provide AIMS and inquiry directed resource materials to assist teachers in integrating math and science in daily instructional lessons

#### Facilitator

Sarah Andino and Brooke Blackwood

#### Participants

5th grade Science and Math teachers

#### Schedule

On 6/2/2017

**G3.** School-wide proficiency goals have been established for students in grades 3-5 to increase their proficiency level by 5% in the areas of Reading and Math based upon a comparison of FSA results for the 2015-2016 to the 2016 -2017 testing administration year. Data driven monitoring will result in a proficiency goal of 72% on the ELA and 75% on the Math FSA. Additionally, we have a targeted gain of 63% on the ELA district assessment (AIMS) for our lower performing quartile students for this year.

**G3.B1** Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. 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 bi-annual assessments are in first year of administration. Reliability and Validity factors may negatively correlate to actual state FSA.

**G3.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 8/22/2016 to 5/31/2017



**G3.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 lead teachers, and other professional development opportunities through the district will be provided for teachers to utilize and promote growth. Internal thematic content PD will be presented by the various grade level groups on a rotational monthly basis.

### **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. District based and presented PD in the academic areas of ELA, Math, and Science.

#### **Facilitator**

Valerie Freeman/ Suzanne Booth/ Elicia Mosely/ Sarah Andino

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**G3.B1.S3** Teachers will be divided in curriculum appropriate groups to complete a book study based upon the books "Teach like a Champion and Mindset in the Classroom".

### **PD Opportunity 1**

Teachers will engage in various book studies with a small group design. Teach like a Champion and Mindset in The Classroom will be our school-wide focus to support our goals.

#### **Facilitator**

Valerie Freeman, Suzanne Booth, Elicia Mosely

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 11/14/2016 to 4/28/2017

**G3.B2** Time constraints for professional development training workshops including time to conduct meaningful book studies and professional development training. Faculty training time with teacher leaders to support professional development effectiveness.

**G3.B2.S1** Administrative staff will use early release Wednesdays for professional development. Providing a structured schedule for the teachers in advance and uninterrupted PD sessions.

### **PD Opportunity 1**

Professional development workshops will be provided on selected early release Wednesdays. Focus areas will include: Peer and quality IEP trainings, ESE inclusion, Safety and Emergency Prep, Behavioral modification, RTI, Socio-Emotional (Harmony), Data analysis and response, Evaluator rubrics, and Professional ethics.

#### **Facilitator**

Suzanne Booth

#### **Participants**

District representatives and Teachers

#### **Schedule**

Monthly, from 8/8/2016 to 5/31/2017

### **PD Opportunity 2**

After-school Tutoring provided by certified teachers in Reading and Math and PD after-school trainings for teacher which will include thematic school based PD opportunities.

#### **Facilitator**

Donna Jones (district)

#### **Participants**

Students. Teachers, and Administration

#### **Schedule**

Monthly, from 10/24/2016 to 5/26/2017

**G3.B3** High cost factor of the grade level intervention kits to meet the needs of our lowest performing students is expensive and covers only one grade level per kit.

**G3.B3.S1** Implementing theme based grade level team presentations at monthly faculty meetings.

**PD Opportunity 1**

Themed based FSA "Best Classroom Instructional Practices" grade level presentations.

**Facilitator**

Sarah Andino

**Participants**

Teachers and Administration

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Progress monitoring of attendance and discipline dats by leadership team				\$0.00
2	G1.B1.S2.A1	Harmony Social Emotional Program				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	0510 - Lawton M. Chiles Elem. School	Other		\$0.00
3	G1.B1.S3.A1	Implementation of Trauma Sensitive Guide and Social emotional programs provided by guidance				\$0.00
4	G2.B1.S1.A1	Purchase and provide AIMS and inquiry directed resource materials to assist teachers in integrating math and science in daily instructional lessons				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		\$1,000.00
			Notes: AIMS Resource Materials			
5	G2.B2.S1.A1	Teachers and administration will analyze formative science data				\$0.00
6	G3.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	2016-17
			District-Wide			\$0.00
			District-Wide	General Fund		\$25.00
			Notes: Costs of copying activity sheets			
7	G3.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. District based and presented PD in the academic areas of ELA, Math, and Science.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		\$1,000.00
			Notes: Teacher Stipends if applicable. (After hour training, etc.)			

8	G3.B1.S3.A1	Teachers will engage in various book studies with a small group design. Teach like a Champion and Mindset in The Classroom will be our school-wide focus to support our goals.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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 and Classroom Mindsets for instructional staff participants.			
9	G3.B2.S1.A1	Professional development workshops will be provided on selected early release Wednesdays. Focus areas will include: Peer and quality IEP trainings, ESE inclusion, Safety and Emergency Prep, Behavioral modification, RTI, Socio-Emotional (Harmony), Data analysis and response, Evaluator rubrics, and Professional ethics.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0510 - Lawton M. Chiles Elem. School	General Fund		\$200.00
			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.			
10	G3.B2.S1.A2	After-school Tutoring provided by certified teachers in Reading and Math and PD after-school trainings for teacher which will include thematic school based PD opportunities.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0510 - Lawton M. Chiles Elem. School	School Improvement Funds		\$5,000.00
			Notes: After School Tutoring			
11	G3.B3.S1.A1	Themed based FSA "Best Classroom Instructional Practices" grade level presentations.				\$0.00
Total:						\$9,225.00