

Seminole County Public Schools

Chiles Middle School



2016-17 Schoolwide Improvement Plan

Chiles Middle School

1240 SANCTUARY DR, Oviedo, FL 32766

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

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)
Middle School 6-8	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	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 is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Chiles Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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.

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

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.

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

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.

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

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

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	0	0	0	0	0	0	14	28	16	0	0	0	0	58	
One or more suspensions	0	0	0	0	0	0	1	0	2	0	0	0	0	3	
Course failure in ELA or Math	0	0	0	0	0	0	5	5	26	0	0	0	0	36	
Level 1 on statewide assessment	0	0	0	0	0	0	57	32	50	0	0	0	0	139	

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	0	0	0	7	6	14	0	0	0	0	27	

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

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

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

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

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.

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

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
Mumey, Linda	Principal
Antmann, John	Assistant Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean
Maitland, Gina	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.

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

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

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.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anna	Parent
Yvette Baldanado	Education Support Employee
Linda Mumey	Principal
John Hiltson	Parent
Kelli McNair-Lee	Teacher
Judy Dombrowski	Teacher
Mike Sobkowski	Parent
Seerina Farrell	Parent
Alison Ramsey	Parent
Kimberly Cowgill	Parent
Beth Love	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

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

b. Development of this school improvement plan

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

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

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

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

School improvement funds were allocated to staff development, student literacy, and positive behavior reinforcement. Positive behavior reinforcement: \$1000. Student literacy: \$648. Staff development: \$5603.

Of these funds, \$507 was spent on positive behavior reinforcement through student incentives and \$646 was spent on student literacy projects including literacy week, book clubs, and student materials. Staff development funds were exhausted and replenished through additional school improvement funding. The staff development funding was used to provide classroom coverage for

teachers to attend staff developments, common plan sessions, and complete peer-teacher observations.

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
Mumey, Linda	Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean
Dombrowski, Judith	Instructional Coach
Ingolia, Jessica	School Counselor
Petty, Kathryn	Teacher, K-12
Vocelka, Erika	Teacher, K-12
Nystrom, Terra	Teacher, K-12
Wood, Barbara	Teacher, K-12
O'Neill, Patricia	Teacher, K-12
Ilemsky, Joan	Teacher, K-12
Antmann, John	Assistant Principal
Maitland, Gina	Assistant Principal
Capp, Jennifer	Teacher, K-12
Naran, Misty	Teacher, K-12

b. Duties

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

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

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.

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

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

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

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.

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

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: Before School Program

Minutes added to school year: 1,620

Level 1 and 2 students are invited to participate in additional home room instruction in reading, math, and social/behavior strategies. Students meet for 45 minutes, once per week to receive additional support in deficient areas.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Before School Program

Minutes added to school year: 1,620

Student Academic Intervention Homerooms - Students struggling with organization and study skills are placed into a homeroom course where they are provided coaching and support in these areas. Students meet for 45 minutes per week.

Strategy Rationale

Additional time to support organizational skills and the prompting to complete missing/late work with help students gain missing knowledge and improve overall grades.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Progress monitoring will take place monthly. Additionally, student grades in academic courses will be monitored following each progress report and report card.

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.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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.

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

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

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

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

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

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.

Lawton Chiles Middle School has worked to develop a collaborative relationship with partner high schools to ensure that students are well-prepared for their high school education. Students participate in high school preparation lessons and teachers work to align instructional plans to ensure curriculum gaps are eliminated. Duke TIPS programs are used to help prepare high-performing students to complete the SAT. Additionally, student groups (band, ROTC, cheerleaders, dance) complete articulation evenings at performances. These activities are completed through an active cluster planning schedule.

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.** Teachers will utilize high-yield instructional strategies to improve student performance in reading and math.
- G2.** Teachers will utilize improved differentiated instructional strategies in order to increase school-wide learning gains in reading and math.
- G3.** Teachers will work to develop effective instructional strategies to improve learning outcomes for low-expectancy students.
- G4.** Improve relationships between administration, classroom teachers, parents, and students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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. Teachers will utilize high-yield instructional strategies to improve student performance in reading and math. 1a

G086339

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	78.0

Targeted Barriers to Achieving the Goal 3

- Insufficient Training for Staff Regarding High-Yield Reading Strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

John Antmann

Schedule

Quarterly, from 10/17/2016 to 5/1/2017

Evidence of Completion

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

G2. Teachers will utilize improved differentiated instructional strategies in order to increase school-wide learning gains in reading and math. 1a

G086340

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	66.0
Math Gains	73.0

Targeted Barriers to Achieving the Goal 3

- Insufficient Training for Teachers Regarding Differentiated Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

John Antmann

Schedule

Monthly, from 10/17/2016 to 5/1/2017

Evidence of Completion

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

G3. Teachers will work to develop effective instructional strategies to improve learning outcomes for low-expectancy students. 1a

 G086341

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of Available Student Data

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

John Antmann

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Score reports, assessment scores.

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

G086342

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for relationship building

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teacher attendance, teacher attendance cards.

Action Plan for Improvement


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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

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

 G086339

G1.B1 Insufficient Training for Staff Regarding High-Yield Reading Strategies **2**

 B229418

G1.B1.S1 Teachers will be provided professional learning opportunities regarding the use of high-yield instructional strategies in classrooms covering all content areas. **4**

 S242018

Strategy Rationale

The increased use of high-yield instructional strategies will improve the learning outcomes for students in each classroom.

Action Step 1 **5**

Implement a professional learning opportunity in which teachers will be provided training on reciprocal teaching, close reading, cooperative learning, technology integration, and classroom management.

Person Responsible

Schedule

On 10/13/2016

Evidence of Completion

Attendance will be taken through sign-in sheets and professional learning logs collected at the completion of the activity.

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

To monitor the fidelity of the plan, school-based administration will complete regular classroom visits to ensure the implementation of high-yield instructional strategies in classrooms. Classroom visits will monitor teacher actions to ensure that material from professional learning activities is used during instruction.

Person Responsible

John Antmann

Schedule

Every 3 Weeks, from 10/17/2016 to 5/1/2017

Evidence of Completion

Classroom observation data through anecdotal notes and iObservation will be used to support the monitoring of this action step.

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

In order to monitor the effectiveness of this action step, teachers and administrators will monitor student achievement data on both progress-monitoring assessments and classroom grades. Additionally, administrators will monitor teacher observation data to ensure that new instructional strategies are being implemented at a high level.

Person Responsible

John Antmann

Schedule

Monthly, from 10/17/2016 to 5/1/2017

Evidence of Completion

Student grades, teachers observation data, and progress monitoring assessment data will be used to support the monitoring of this action step.

G2. Teachers will utilize improved differentiated instructional strategies in order to increase school-wide learning gains in reading and math. **1**

 G086340

G2.B2 Insufficient Training for Teachers Regarding Differentiated Instruction **2**

 B229426

G2.B2.S1 Teachers will be provided with professional learning opportunities regarding the implementation of differentiated instruction strategies and the supporting of accommodated students. **4**

 S242021

Strategy Rationale

The use of improved differentiated instructional strategies will work to improve the learning outcomes for all students and increase the number of students making annual learning gains.

Action Step 1 **5**

Teachers will be provided with professional learning sessions designed to promote effective differentiated instructional strategies and the supporting of accommodated students on campus.

Person Responsible

Gina Maitland

Schedule

Monthly, from 10/17/2016 to 5/1/2017

Evidence of Completion

Professional learning logs and sign-in sheets will be used to show evidence of completion.

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

School-based administration will complete classroom observations to ensure that improved differentiated instructional strategies are being used regularly in the classroom.

Person Responsible

John Antmann

Schedule

Every 3 Weeks, from 10/17/2016 to 5/1/2017

Evidence of Completion

Teacher observation data and student performance data will be used to monitor for the fidelity of implementation.

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

The effectiveness of this strategy will be monitored using student classroom grades, progress-monitoring assessment data, and teacher observation scores.

Person Responsible

John Antmann

Schedule

On 5/1/2017

Evidence of Completion

Teacher observation scores will be evaluated through iObservation and progress-monitoring data will be analyzed to gather evidence supporting the effectiveness of this strategy.

G3. Teachers will work to develop effective instructional strategies to improve learning outcomes for low-expectancy students. 1

G086341

G3.B8 Lack of Available Student Data 2

B229438

G3.B8.S1 The LCMS administration will create a data room available for faculty use that will highlight the performance and data trends for both low-expectancy and high-expectancy students. 4

S242029

Strategy Rationale

The creation of a data room will make student-needs data more accessible to teachers. Having data more readily available will allow teachers to focus on instruction rather than data analysis.

Action Step 1 5

A data room will be created that allows teachers to have access to readily available student data. The data room will be accessible to all teachers each day of the school year and teachers will be encouraged to hold collaborative planning meetings in the room. Data available in the room will include the performance measures for low-expectancy students, high-expectancy students, and overall student performance.

Person Responsible

Schedule

On 10/17/2016

Evidence of Completion

Meeting calendars and teacher reflections will be used to show evidence of action step completion.

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Teacher meeting records, teacher reflections, and lesson plan documents will be used to monitor for the fidelity of the strategy.

Person Responsible

Gina Maitland

Schedule

Monthly, from 10/17/2016 to 5/1/2017

Evidence of Completion

Meeting records, teacher reflections, and lesson plans will be used to monitor for evidence of data-driven instruction to ensure fidelity in the implementation of the strategy.

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

The class grades and low-expectancy student performance on progress-monitoring assessments will be used to monitor the effectiveness of this strategy.

Person Responsible

John Antmann

Schedule

Monthly, from 10/17/2016 to 5/1/2017

Evidence of Completion

Class grades and progress-monitoring assessment data will be monitored for evidence of improved performance of the low-quartile students.


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

 G086342

G4.B11 Lack of opportunity for relationship building 2

 B229449

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

 S242035

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teacher activity cards.

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

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

Person Responsible

Linda Mumey

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teacher activity cards.

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

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

Person Responsible

Linda Mumey

Schedule




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

Evidence of Completion

Teacher activity cards.

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					
G4.B11.S1.MA1 M323170	Teacher activity cards will be monitored to ensure an increase in teacher attendance at...	Mumey, Linda	9/1/2015	Teacher activity cards.	5/31/2016 annually
G1.B1.S1.A1 A313272	Implement a professional learning opportunity in which teachers will be provided training on...		10/13/2016	Attendance will be taken through sign-in sheets and professional learning logs collected at the completion of the activity.	10/13/2016 one-time
G3.B8.S1.A1 A313279	A data room will be created that allows teachers to have access to readily available student data....		10/17/2016	Meeting calendars and teacher reflections will be used to show evidence of action step completion.	10/17/2016 one-time
G1.MA1 M323141	Throughout the year, progress-monitoring test scores will be reviewed to ensure that students are...	Antmann, John	10/17/2016	Student achievement data will be collected and analyzed to determine if progress is being made towards the goal. Additionally, teacher reflections and lesson plans will be collected to ensure that necessary adaptations are being made to meet the established goal.	5/1/2017 quarterly
G2.MA1 M323146	Student achievement data on progress-monitoring assessments will be collected to determine what...	Antmann, John	10/17/2016	Student achievement data will be analyzed to see what growth has been made in relation to the goal. The data will be used to evaluate the progress made relative to the goal and to make changes and adaptations as needed.	5/1/2017 monthly
G1.B1.S1.MA1 M323137	In order to monitor the effectiveness of this action step, teachers and administrators will monitor...	Antmann, John	10/17/2016	Student grades, teachers observation data, and progress monitoring assessment data will be used to support the monitoring of this action step.	5/1/2017 monthly
G1.B1.S1.MA1 M323138	To monitor the fidelity of the plan, school-based administration will complete regular classroom...	Antmann, John	10/17/2016	Classroom observation data through anecdotal notes and iObservation will be used to support the monitoring of this action step.	5/1/2017 every-3-weeks
G2.B2.S1.MA1 M323142	The effectiveness of this strategy will be monitored using student classroom grades,...	Antmann, John	10/17/2016	Teacher observation scores will be evaluated through iObservation and progress-monitoring data will be analyzed to gather evidence supporting the effectiveness of this strategy.	5/1/2017 one-time
G2.B2.S1.MA1 M323143	School-based administration will complete classroom observations to ensure that improved...	Antmann, John	10/17/2016	Teacher observation data and student performance data will be used to monitor for the fidelity of implementation.	5/1/2017 every-3-weeks
G2.B2.S1.A1 A313274	Teachers will be provided with professional learning sessions designed to promote effective...	Maitland, Gina	10/17/2016	Professional learning logs and sign-in sheets will be used to show evidence of completion.	5/1/2017 monthly
G3.B8.S1.MA1 M323157	The class grades and low-expectancy student performance on progress-monitoring assessments will be...	Antmann, John	10/17/2016	Class grades and progress-monitoring assessment data will be monitored for evidence of improved performance of the low-quartile students.	5/1/2017 monthly
G3.B8.S1.MA1 M323158	Teacher meeting records, teacher reflections, and lesson plan documents will be used to monitor for...	Maitland, Gina	10/17/2016	Meeting records, teacher reflections, and lesson plans will be used to monitor for evidence of data-driven instruction to ensure fidelity in the implementation of the strategy.	5/1/2017 monthly
G3.MA1 M323159	Student achievement data will be monitored to ensure adequate progress is being made towards the...	Antmann, John	10/17/2016	Score reports, assessment scores.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1  M323172	At the midpoint of the year, teacher attendance will be monitored at after-school activities to...	Mumey, Linda	9/1/2016	Teacher attendance, teacher attendance cards.	5/31/2017 annually
G4.B11.S1.MA1  M323171	Teachers will be given cards on which they will track the number of after school activities...	Mumey, Linda	9/1/2016	Teacher activity cards.	5/31/2017 annually
G4.B11.S1.A1  A313283	Provide teachers will the opportunity to earn compensatory time for attending a per-determined...	Mumey, Linda	9/1/2016	Teacher activity cards.	5/31/2017 annually

V. Professional Development Opportunities

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

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

G1.B1 Insufficient Training for Staff Regarding High-Yield Reading Strategies

G1.B1.S1 Teachers will be provided professional learning opportunities regarding the use of high-yield instructional strategies in classrooms covering all content areas.

PD Opportunity 1

Implement a professional learning opportunity in which teachers will be provided training on reciprocal teaching, close reading, cooperative learning, technology integration, and classroom management.

Facilitator

Administration, Selected Teachers, Selected School District Staff

Participants

All School Faculty

Schedule

On 10/13/2016

G2. Teachers will utilize improved differentiated instructional strategies in order to increase school-wide learning gains in reading and math.

G2.B2 Insufficient Training for Teachers Regarding Differentiated Instruction

G2.B2.S1 Teachers will be provided with professional learning opportunities regarding the implementation of differentiated instruction strategies and the supporting of accommodated students.

PD Opportunity 1

Teachers will be provided with professional learning sessions designed to promote effective differentiated instructional strategies and the supporting of accommodated students on campus.

Facilitator

School Administration, Selected Teachers.

Participants

School Faculty.

Schedule

Monthly, from 10/17/2016 to 5/1/2017

VI. Technical Assistance Items

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

G3. Teachers will work to develop effective instructional strategies to improve learning outcomes for low-expectancy students.

G3.B8 Lack of Available Student Data

G3.B8.S1 The LCMS administration will create a data room available for faculty use that will highlight the performance and data trends for both low-expectancy and high-expectancy students.

TA Opportunity 1

A data room will be created that allows teachers to have access to readily available student data. The data room will be accessible to all teachers each day of the school year and teachers will be encouraged to hold collaborative planning meetings in the room. Data available in the room will include the performance measures for low-expectancy students, high-expectancy students, and overall student performance.

Facilitator

LCMS Administration.

Participants

School Faculty.

Schedule

On 10/17/2016

VII. Budget

1	G1.B1.S1.A1	Implement a professional learning opportunity in which teachers will be provided training on reciprocal teaching, close reading, cooperative learning, technology integration, and classroom management.				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0721 - Chiles Middle School	Other		\$350.00
			<i>Notes: Professional Learning Materials</i>			
			0721 - Chiles Middle School	Other		\$200.00
			<i>Notes: Professional Learning Content</i>			
			0721 - Chiles Middle School	Other		\$350.00
			<i>Notes: Professional Learning Faciliators</i>			
			0721 - Chiles Middle School	Other		\$400.00
			<i>Notes: Classroom Observation Funding</i>			

Seminole - 0721 - Chiles Middle School - 2016-17 SIP
Chiles Middle School

2	G2.B2.S1.A1	Teachers will be provided with professional learning sessions designed to promote effective differentiated instructional strategies and the supporting of accommodated students on campus.				\$650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0721 - Chiles Middle School	Other		\$250.00
			Notes: Professional Learning Facilitators			
			0721 - Chiles Middle School	Other		\$400.00
			Notes: Classroom Observation Funding			
3	G3.B8.S1.A1	A data room will be created that allows teachers to have access to readily available student data. The data room will be accessible to all teachers each day of the school year and teachers will be encouraged to hold collaborative planning meetings in the room. Data available in the room will include the performance measures for low-expectancy students, high-expectancy students, and overall student performance.				\$1,005.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0721 - Chiles Middle School			\$480.00
			Notes: Collaborative Planning Time - Classroom Coverage			
			0721 - Chiles Middle School	Other		\$525.00
			Notes: Room Creation Materials			
4	G4.B11.S1.A1	Provide teachers will the opportunity to earn compensatory time for attending a per-determined number of after-school student activities.				\$125.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0721 - Chiles Middle School	Other		\$125.00
			Notes: Printing			
Total:						\$3,080.00