

Orange County Public Schools

# Lawton Chiles Elementary



2017-18 Schoolwide Improvement Plan

# Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

<https://lawtonchileses.ocps.net/>

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2016-17 Title I School</b> | <b>2016-17 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 86%   |

## School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B       | C       | B*      | B       |

*\*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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Lawton Chiles Elementary

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

A school wide multicultural fair is held in which students learn about and celebrate various cultures. During the month of October, students research, design and create various projects to extend their learning about their culture and others. Parents are invited to come to the Multicultural Fair to view student projects. Our chorus department also performs multicultural songs and dances during this event.

We will be continuing our focus on ensuring that all students' (including SWDs) parents are invited and highly encouraged to participate in school decision-making groups such as SAC and PTA.

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

Students are monitored during all transitions and activities to ensure students are safe. Instructional and classified staff members are located in various locations around the school campus before and after school to ensure the safety of all students. Based on events from the previous school year, there will be additional supervision at the bikers' gate and walkers' gate for the 2017-2018 school year.

##### 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 Elementary has established disciplinary protocols. All incidents are documented with the time, description of the incident, and the location. Communication takes place between the teacher, student, and parents to process incidents and prevent similar incidents from reoccurring. Behavior expectations in the classroom and common areas are reviewed and posted regularly. Student Code of Conduct is reviewed with all students each quarter and is documented with their signatures. Students are expected to behave appropriately to ensure learning for all students. Positive reinforcements are encouraged and celebrated by school personnel to ensure students are meeting behavioral expectations. Classroom referrals are used as needed by classroom teachers to help ensure that classroom management and discipline are maintained by the classroom teacher to the maximum extent possible. We will also be engaging all learners utilizing Kagan structures. These structures will ensure that all students are having equal participation in classroom activities while setting up clear expectations for learning. Finally, a Multi-tiered System of Support (MTSS) for behavior will assist teachers with strategies to promote student behavior.

**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 meets the emotional needs of students through various avenues. We offer classroom guidance and small group counseling throughout the school year on a variety of topics with our guidance counselor. Students also have access to our behavioral support team and social skills classes if needed with our behavior specialist and behavior tech. Individual counseling is also available through SEDNET counseling agencies upon parent request. Our SEDNET agencies offer in school and in home mental health, behavioral and case management services. We have also partnered with Alternative Directions, a SEDNET agency, to provide free parenting classes to assist parents with strategies to improve the parent child relationship.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The attendance clerk and guidance counselor monitor attendance monthly, send home warning letters when warranted and hold attendance Child Study Team Meetings with the social worker. The Principal recognizes perfect attendance with quarterly recognition. Quarterly awards (P.A.N.T. - Perfect Attendance No Tardies) are given to students who have not been absent or tardy. Increased focus on using verbal deescalation CPI strategies effectively will reduce incidences of suspension. All staff members will complete the Verbal Deescalation training on Canvas. Increased focus on inclusion schoolwide will also positively impact prosocial behavior, thereby decreasing suspensions.

Academic progress for students will be analyzed during weekly PLCs. Struggling students will be identified and discussed, and academic interventions will be put in place proactively to reduce occurrences of students receiving failing grades.

Students with prior year Level 1 FSA scores, or who have been identified to have a substantial reading deficiency via other standardized testing, will receive additional academic support beginning the first week of the 2017-2018 school year.

**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     | 28          | 15 | 16 | 20 | 17 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 117 |
| One or more suspensions         | 2           | 3  | 4  | 8  | 6  | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 29  |
| Course failure in ELA or Math   | 15          | 7  | 6  | 9  | 4  | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 51  |
| Level 1 on statewide assessment | 0           | 0  | 0  | 51 | 45 | 37 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 133 |

**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 | 10          | 2 | 4 | 19 | 13 | 16 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 64 |

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

Tutoring is provided beginning in September through April to support students needing increased academic support. ESE resource teachers provide small group instruction and support facilitation services daily. Specific instructional diagnosis and plans are updated bi-weekly by the bottom 30% data manager. BPIE facilitated with the development of Tier II and Tier III strategies through Indicator 20 and the MTSS process. Attendance awards will be given to decrease the negative impact on academic outcomes of chronic absenteeism and tardiness. Student academic progress will be discussed during weekly PLCs, MTSS meetings, and data meetings to discuss common assessments. Struggling students will be discussed specifically and explicit plans to reteach and reassess will be formulated to reduce the number of course failures in ELA and Math. Students with prior year Level 1 FSA scores will begin receiving additional academic support during the first week of school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Lawton Chiles builds positive relationships with parents by maintaining high levels of communication and offering parent involvement activities through the year. We provide each student with a free agenda to facilitate daily communication between the parent and teacher. Spanish translation is always available when needed. Parent involvement activities are offered monthly at varying times for parents to learn strategies to help their child throughout the year. We also offer activities throughout the year for parents to come in and view student projects and progress. Flyers are send home in advance and Connect Ed phone calls are made by the principal to alert and remind parents of upcoming events and report card and progress report dates.

**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.**

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. Through partnering with faith based organizations, community building service projects have been provided along with facility use agreements with Boy/Girl Scouts and other organizations. Incentives for student achievement are provided through these organizations as well as other local community partnerships. Partnership with Valencia college affords classrooms the opportunities for select students to receive individual support from college students. Parent Engagement Liaison will work with Partners in Education Coordinator to seek out additional opportunities to increase community engagement with our school.

**C. Effective Leadership**

## 1. School Leadership Team

### a. Membership

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

| Name                | Title               |
|---------------------|---------------------|
| Gonzalez, Dennis    | Principal           |
| Rublaitus, Kimberly | Teacher, K-12       |
| Dickie, Audrey      | Teacher, K-12       |
| Phelps, Christy     | Assistant Principal |
| Longhouse, Randall  | Instructional Coach |
| Martinez, Lauren    | Instructional Coach |

### b. Duties

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

The school leadership team meets weekly to discuss student data, plan professional development activities for teachers, and review teacher observations. The school leadership team is responsible for ensuring the 8 step problem solving process is instituted with fidelity. The leadership team consists of Dennis Gonzalez - Principal; Christy Phelps - Assistant Principal; Kim Rublaitus-CRT; Michelle Clemons-CCT; Audrey Dickie - MTSS Coach; Lauren Martinez-Instructional Coach; Randall Longhouse-Instructional Coach; Steven Bonomo-Guidance Counselor.

Dennis Gonzalez - (Principal) is the instructional leader of our school. He provides on-going support to staff and students. With his guidance and direction, the leadership team is able to find solutions to best support our students and teachers to reach success. He is an advocate for our school; he motivates and encourages staff, parents, and students to work collaboratively to achieve academic excellence. His primary goal is the all-around success of our students, staff, and school.

Christy Phelps - (Assistant Principal) has a variety of roles. The first and foremost is providing teachers with observations and feedback to improve their effectiveness in the classroom. She is in charge of discipline at our school and helps create a safe environment for all students.

Kimberly Rublaitus - (Curriculum Resource Teacher) not only provides support to every teacher on campus, but fills many roles on our campus such as providing professional development opportunities and organizing data meetings. In addition, she provides teachers with non-evaluative observation feedback to support them in their growth.

Michelle Clemons - (Curriculum Compliance Teacher) is focused on ensuring students in the English for Speakers of Other Language (ESOL) program receive comprehensive instruction as well as verifying compliance by maintaining files and coordinating testing. In addition, she provides teachers with non-evaluative observation feedback to support them in their growth.

Steven Bonomo - (Guidance Counselor) offers classroom guidance and small group counseling throughout the school year on a variety of topics. He also works with SEDNET agencies to offer outside counseling for students upon parent request.

Audrey Dickie - (MTSS Coach) is our MTSS Committee leader. She has a wide range of roles from maintaining our school data to coordinating school interventions.

Lauren Martinez - (Reading Coach) - provides professional development opportunities for teachers and leads PLCs on lesson planning. She provides teachers with non-evaluative observation feedback to support them in their growth.

Randall Longhouse- (Math Coach)- provides professional development opportunities for teachers and leads PLCs on lesson planning. He provides teachers with non-evaluative observation feedback to support them in their growth.

**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 follows district procedures regarding hiring of personnel and use of adopted curriculum materials. In order to meet the needs of all students and maximize outcomes, teachers in grades 4-5 are departmentalized. Teachers are grouped in subject area pairs; 1 ELA teacher, and 1 Math/ Science teacher. The bottom 30% of all students have been identified using prior year's FSA data and Benchmark/Common assessments. The individual instructional plans for these students are being created and monitored by teachers and the leadership team. The bottom 30% of students will receive afternoon tutoring in reading and math along with enrichment. Tutoring funds and tutoring materials are paid for using Title I dollars. K-5 students receive Tier 2 and 3 interventions from highly qualified teachers.

#### Title 1, Part A

Lawton Chiles Elementary is a Title I school, therefore we receive additional federal funding for use with high needs students. The majority of our Title I budget is used to fund staff positions: Instructional Coaches and Curriculum Resource Teacher. These teachers provide whole and small group instruction and instructional support in all curriculum areas as appropriate. They provide professional development as identified in our SIP. The remainder of the funds are used for staff development, instructional materials, tutoring, enrichment clubs (Chess Club, Mathletes, Battle of the Books, National Elementary Honor Society, STEM Enrichment groups-Top 25%) and parental involvement activities.

#### Title I, Part C

Lawton Chiles Elementary does not have any migrant students at this time. If migrant students enroll, we will obtain assistance from the district office.

#### Title II

The district receives Title II funds that are subsequently distributed to schools to be utilized for staff development activities for school-based staff. At Lawton Chiles, funds will be used to purchase training materials and provide substitutes for staff development.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school to provide tutoring and/or for purchase of instructional materials.

#### Title X

The district and school-based personnel provide resources such as clothing, school supplies, transportation, and social services referrals for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)  
 SAI funds are used to help fund an hourly support person.

Violence Prevention Programs  
 The Orange County Sheriff's Department provides a 10 week curriculum for 5th graders through the Mentoring, Advising, Guiding, and Instructing Children (M.A.G.I.C.) program.

**2. School Advisory Council (SAC)**

**a. Membership**

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

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Dennis Gonzalez    | Principal                  |
| Stacy Perez        | Teacher                    |
| Audrey Dickie      | Parent                     |
| Lisa Antonio       | Education Support Employee |
| Kim Dumas          | Teacher                    |
| Kimberly Rublaitus | Teacher                    |
| Kathryn Zupsich    | Parent                     |
| Lauren Martinez    | Teacher                    |

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Administration has reviewed/revised last year's SIP Plan with the SAC.

*b. Development of this school improvement plan*

The SAC meets quarterly to discuss topics such as assessment data, Title I compliance/parental involvement, ideas to meet achievement goals, and annual parent survey.

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

The district and Title I funds make up our school's annual budget.

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

There are \$13,034 (Fund 145) school improvement funds available. All funding is from the school budget.

**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               |
|-------------------|---------------------|
| Gonzalez, Dennis  | Principal           |
| Martinez, Lauren  | Instructional Coach |
| Faiello, Dawn     | Teacher, K-12       |
| Cheatwood, Sarah  | Teacher, K-12       |
| Austin, Shantrese | Teacher, K-12       |
| Vanmali, Rajni    | Teacher, K-12       |

### b. Duties

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

The literacy team promotes reading in several ways and is responsible for supporting our Accelerated Reader program. Each week the literacy team reviews students' progress toward their AR goals. Students who reach various point levels at the end of the marking period receive positive reinforcements. Separate incentives will be provided for students who read and successfully quiz on the designated Sunshine State Books. Additionally, a team of students will compete in the Battle of the Books competition. There are several parent involvement nights in which parents learn how to support our reading initiatives and help their children become better readers.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers have common planning times to facilitate collaborative planning and instruction. Teachers meet weekly in PLC's to discuss student data, lesson plans, curriculum, and differentiating instruction to meet the needs of all learners. Teacher-leaders will attend DPLCs and share the information with grade-level PLCs during these weekly collaborations. Teacher and student success is celebrated with verbal and nonverbal incentives.

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

The principal, Dennis Gonzalez, is the main person responsible for recruiting and retaining teachers. The focus at Lawton Chiles is on student learning. We do a lot to motivate and recognize students and teachers. This creates a "family" environment where people feel like they are recognized and appreciated. Having a good reputation and providing excellent customer service creates the type of school where people want to work. Since we are a Title I school, all teachers have to be highly qualified.

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

New teachers are paired up with experienced teachers on their grade level for mentoring. We host monthly meetings for both new teachers and mentors. We host a first week meeting for new teachers to introduce the beginning teacher criteria. We also hold a breakfast for both new teachers and mentors to get to know each other in the beginning of the year. The mentors meet with the new teachers as often as

needed, all meetings are documented in a journal. The mentors use an online tracking tool to monitor the accomplished tasks of the new teachers throughout the school year.

## 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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. The introduction of the OCPS created CRM's also provide additional guidance and resources that have been vetted by district coaches to ensure alignment to Florida's standards. Through our work in DPLC/PLCs, increased focus will be placed on choosing appropriate, content specific complex texts that correspond with standards-aligned student tasks.

#### 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 MTSS team is the main school group that researches, reviews, develops, and helps implement MTSS. The team members meet monthly for Child Study Team meetings to help problem solve and guide the MTSS process. Teachers identify at risk students based on classroom performance and assessment data. The MTSS team (includes teachers who work with the students) meets to discuss appropriate interventions and strategies to address identified needs. The principal assigns tasks to team members regarding instructional materials, who will provide interventions, and progress monitoring duties. Incorporating BPIE allows the school to determine needs and identify strategies that can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE focuses directly on MTSS. Supplemental instruction is provided to lower-performing students through after school reading and math tutoring on Tuesdays and Thursdays.

**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: 2,820**

Our tutoring program will begin in September of 2017 and will continue through April. Tutoring will take place Tuesday and Thursday afternoons from 3:30-5:00 p.m. We are targeting our students who are performing below grade level in grades 3-5. Students will receive direct instruction, small group instruction, and computer based instruction (i-Ready) for an hour.

**Strategy Rationale**

Increased student achievement

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Longhouse, Randall, randall.longhouse@ocps.net

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

Data will be taken from i-Ready each week. This data will be shared on SharePoint. During weekly PLC meetings, the data will be discussed and specific plans will be developed to provide support in deficient academic areas.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In order to help prepare our incoming students and parents for Kindergarten, we provide our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with baseline data on how well their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to walk their children to the classroom on the first day of school. Parents are also invited to Meet the Teacher and Open House.

Each Friday, our staff is encouraged to wear a shirt from a college or university. Our hallways are designated with the names of various colleges and universities. Fifth grade students will take a field trip to Valencia College so that they can have the experience of being on a college campus. Fifth grade students visit Legacy Middle and Union Park Middle in the Spring to take a tour. Also, students are provided lists of middle school course offerings and extracurriculars, and given contact information for guidance counselors and summer activities offered at the middle school for incoming sixth-graders.

### 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.**

Lawton Chiles Elementary has a partnership with Valencia Community College. Students from Valencia volunteer at Lawton Chiles to assist teachers with increasing student achievement. Our 5th grade students take part in the Valencia Health Academy for eight weeks after school. Under the facilitation of a professor, students work on health standards with college students through engaging and hands on activities.

Lawton Chiles Elementary students are a part of the University High School feeder pattern. The UHS Comprehensive Guidance Plan includes the activities for students' course selections, exploration of collegiate and employment opportunities through small group and large group activities such as college visits, Teach In, scholarship night, and parental outreach through the school website and newsletter. UHS utilizes the AVID strategies in all classes but particularly with the targeted student segment that take the AVID class. AVID classes start by providing a student the understanding of what college is and what is needed to attend. In the middle stages of AVID, students work on sharpening their skills to make sure that they are college and career ready. In the final stages of AVID, students are assisted with applications and acceptance to colleges and universities. The AVID program data shows an increase in college/university acceptance from year to year, and continues to grow.

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

Lawton Chiles Elementary students are a part of the University High School feeder pattern. Regardless of whether a course is considered applied or integrated by FDOE definition, faculty at UHS continue to provide examples of content relevancy to students directly, as well as by providing project/problem based learning opportunities for students to practice academic and 21st century skills for post-secondary and/or employment opportunities.

In order to build College and Career Readiness all students in grades 3-5, will learn how to use 21st century digital tools and work to receive a digital certificate through the IC3 Spark program purchased by OCPS.

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

The UHS Comprehensive Guidance Plan contains academic advising strategies designed by the counselors based on data from the High School Feedback Report. UHS has moved forward to apply STEM opportunities with designated classes that offer curriculum which can lead to industry certification. In addition to STEM opportunities, vocational programs are offered throughout the school day at district partnered sites and on the UHS campus.

**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 utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Data at University High School is analyzed from the pre and post graduate indicators by their guidance services team. Guidance services works closely with members of the leadership team to provide solutions to better support their student population in improving readiness for the public post-secondary level. Partners In Education members offer support and resources to increase student performance in lacking areas. Guidance services works closely with the data to increase opportunities not only to their graduating cohort, but all students at all levels. Using the pre-graduate indicator data allows UHS the ability to form protocols and incorporate a process to work with students at all levels to help increase the probability of favorable performance data for post-graduate indicators. With the addition of academy talks, they are better able to modify curricular

resources to fit the needs of their students at their current level, they are in hopes that they will have all the tools to become college and career ready.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

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

## Strategic Goals Summary

- G1.** Increase ELA, Math, and Science proficiency in all subgroups. (Division Priority: Accelerate student performance)
- G2.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

## 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. Increase ELA, Math, and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) 1a**

G095322

**Targets Supported 1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 62.0          |
| FCAT 2.0 Science Proficiency | 62.0          |

**Targeted Barriers to Achieving the Goal 3**

- Teachers' lack of familiarity with choosing and utilizing appropriate, content specific complex texts and standards-aligned texts, and modifying instructional practice based on student evidence and professional learning

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

- Administrative and Resource Team
- MTSS Team
- Progress monitoring and assessment data
- Research based instructional and intervention materials
- OCPS Instructional Management System
- CPALMS
- Hess DOK
- FSA Test Item Specifications
- P-SELL
- iReady Toolbox
- DPLC (District PLC)

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

i-Observation feedback, Common Assessments, Monthly Child-Study team

**Person Responsible**

Christy Phelps

**Schedule**

Biweekly, from 8/14/2017 to 5/29/2018

**Evidence of Completion**

Common Assessments, iObservation data, iReady Reading and Math data, MTSS documentation, P-SELL diagnostics, FSA data

**G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1a**

G095323

**Targets Supported 1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 62.0          |
| Math Lowest 25% Gains        | 62.0          |

**Targeted Barriers to Achieving the Goal 3**

- Teachers' lack of familiarity with differentiated instruction in regards to the Florida standards

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

- Administrative and Resource Team
- MTSS Team
- Progress monitoring and assessment data
- Research based instructional and intervention materials
- OCPS Instructional Management System
- CPALMS
- FSA Test Item Specifications

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

iObservation feedback, Common Assessments, Monthly Child-Study team meetings, iReady data

**Person Responsible**

Dennis Gonzalez

**Schedule**

Monthly, from 8/14/2017 to 5/29/2018

**Evidence of Completion**

Common Assessment data, MTSS documentation, iReady Reading and Math data, FSA

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Increase ELA, Math, and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) **1**

 G095322

**G1.B1** Teachers' lack of familiarity with choosing and utilizing appropriate, content specific complex texts and standards-aligned texts, and modifying instructional practice based on student evidence and professional learning **2**

 B256618

**G1.B1.S1** Teachers will increase the use of content specific complex texts with corresponding standards-aligned tasks which will lead to an increase in student achievement. **4**

 S271403

### **Strategy Rationale**

An increase in the utilization of content specific complex texts will increase students' ability to comprehend grade-level texts and therefore increase student achievement.

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

Teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks

#### **Person Responsible**

Lauren Martinez

#### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Lesson plan checklist, iObservation data

### **Action Step 2** **5**

The leadership team will be involved in weekly PLC meetings to ensure effective delivery of information gleaned from DPLCs

#### **Person Responsible**

Dennis Gonzalez

#### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Sign in sheets, teacher agendas and lesson plans, iObservation data

**Action Step 3** 5

Lawton Chiles will implement P-SELL in Grade 5 classrooms, along with augmenting the provided curriculum with additional content specific (science), complex texts.

**Person Responsible**

Randall Longhouse

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Classroom observations, P-SELL diagnostic data, Performance Matters data

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

Evidence of teacher utilization of content specific complex texts with corresponding standards aligned tasks

**Person Responsible**

Dennis Gonzalez

**Schedule**

Every 3 Weeks, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Teacher usage of content specific complex texts with corresponding standards aligned tasks will be evidenced through i-Observation data (peer, instructional coach, administration), and lesson plans.

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

Teacher iObservation data

**Person Responsible**

Dennis Gonzalez

**Schedule**

Weekly, from 8/14/2017 to 5/29/2018

**Evidence of Completion**

iObservation (peer, instructional coach, administration)

**G1.B1.S2** Teachers and administration will collaborate and reflect through the DPLC team sharing information gleaned from DPLCs to grade level PLCs to increase instructional capacity and make data-driven decisions regarding instructional practice, thus causing an increase in student achievement. 4

S271404

### Strategy Rationale

The DPLC team will effectively communicate and lead grade-level PLCs to increase instructional capacity and ensure that decisions regarding instructional practice are data-driven.

### Action Step 1 5

Principal and teacher-leaders will attend all DPLCs together.

#### Person Responsible

Dennis Gonzalez

#### Schedule

Monthly, from 9/12/2017 to 5/10/2018

#### Evidence of Completion

Attendance and DPLC note-taking/collation of district resources

### Action Step 2 5

Teacher-leaders will share out the information and strategies learned at DPLCs with grade-level teams during weekly PLCs

#### Person Responsible

Dennis Gonzalez

#### Schedule

Monthly, from 9/12/2017 to 5/17/2018

#### Evidence of Completion

PLC meeting notes

**Action Step 3** 5

Introduction of more complex texts and/or increase in close reading tasks will occur in classrooms.

**Person Responsible**

Christy Phelps

**Schedule**

On 5/31/2018

**Evidence of Completion**

i-Observation data

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

Principal will attend DPLCs, and leadership team members will attend weekly Reading and Math PLC meetings

**Person Responsible**

Dennis Gonzalez

**Schedule**

Weekly, from 9/12/2017 to 5/29/2018

**Evidence of Completion**

DPLC attendance, PLC data forms, sign in sheets, lesson plans

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

i-Ready diagnostic data and common assessment data will be tracked and analyzed

**Person Responsible**

Dennis Gonzalez

**Schedule**

Monthly, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

i-Ready data, P-SELL common assessment data, and ELA common assessments will be tracked on data matrix

**G2.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1

G095323

**G2.B1** Teachers' lack of familiarity with differentiated instruction in regards to the Florida standards 2

B256620

**G2.B1.S1** Increase teacher knowledge by providing professional development on differentiated instructional strategies 4

S271405

### Strategy Rationale

Differentiated instructional strategies will lead to increased student achievement for all students, including those in the lowest 25%.

### Action Step 1 5

Provide teacher planning days with coach support each quarter on effective differentiated instructional strategies.

#### Person Responsible

Christy Phelps

#### Schedule

Quarterly, from 8/14/2017 to 5/29/2018

#### Evidence of Completion

Sign in sheets, reflection logs, exit slips, agenda

### Action Step 2 5

Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.

#### Person Responsible

Lauren Martinez

#### Schedule

Weekly, from 8/14/2017 to 5/29/2018

#### Evidence of Completion

Sign in sheets, teacher data tracking forms

**Action Step 3** 5

Teachers will implement differentiated instructional strategies.

**Person Responsible**

Dennis Gonzalez

**Schedule**

Daily, from 8/14/2017 to 5/29/2018

***Evidence of Completion***

Classroom observations, student data, lesson plans

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

iObservation feedback data, classroom observations, PLC meetings

**Person Responsible**

Dennis Gonzalez

**Schedule**

Weekly, from 8/14/2017 to 5/29/2018

***Evidence of Completion***

Scaffolding and differentiating of instruction during classroom observations and effective use of student grouping

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

Lesson plan reviews, iObservation feedback, classroom observations

**Person Responsible**

Dennis Gonzalez

**Schedule**

Every 3 Weeks, from 8/14/2017 to 5/29/2018

***Evidence of Completion***

Lesson plan feedback and observation feedback

**G2.B1.S2** Increase teacher understanding and implementation of the MTSS process **4**

 S271406

**Strategy Rationale**

Ensuring that teachers are implementing the MTSS process properly will lead to increased student achievement for all students, including those in the lowest 25%.

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

Teachers will receive professional development on the MTSS process.

**Person Responsible**

Audrey Dickie

**Schedule**

Semiannually, from 8/28/2016 to 5/10/2017

***Evidence of Completion***

Teachers will demonstrate increased understanding of MTSS process by completing data matrices that were explained during professional development, and using this data to guide student movement between tiers of support.

**Action Step 2** **5**

Weekly MTSS meetings will be held to discuss student progress.

**Person Responsible**

Audrey Dickie

**Schedule**

Weekly, from 9/5/2016 to 5/22/2017

***Evidence of Completion***

iReady Reading and Math data , Common Assessment data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Evidence of differentiated instruction strategies used in the classroom

**Person Responsible**

Lauren Martinez

**Schedule**

Biweekly, from 9/5/2016 to 5/22/2017

***Evidence of Completion***

Common Assessment data, i-Ready Reading and Math data, Teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monthly MTSS meetings

**Person Responsible**

Audrey Dickie

**Schedule**

Monthly, from 9/12/2016 to 5/22/2017

***Evidence of Completion***

Common Assessment data, i-Ready Reading and Math data

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date          |
|---|--|------------------|-------------------------------|--|----------------------------|
| <b>2018</b>   |  |                  |                               |  |                            |
|  G2.B1.S2.A1<br> A363861      | Teachers will receive professional development on the MTSS process.                                  | Dickie, Audrey   | 8/28/2016                     | Teachers will demonstrate increased understanding of MTSS process by completing data matrices that were explained during professional development, and using this data to guide student movement between tiers of support. | 5/10/2017<br>semiannually  |
|  G2.B1.S2.MA1<br> M388947     | Monthly MTSS meetings  | Dickie, Audrey   | 9/12/2016                     | Common Assessment data, i-Ready Reading and Math data  | 5/22/2017<br>monthly       |
|  G2.B1.S2.MA1<br> M388948     | Evidence of differentiated instruction strategies used in the classroom                              | Martinez, Lauren | 9/5/2016                      | Common Assessment data, i-Ready Reading and Math data, Teacher lesson plans  | 5/22/2017<br>biweekly      |
|  G2.B1.S2.A2<br> A363862      | Weekly MTSS meetings will be held to discuss student progress.                                       | Dickie, Audrey   | 9/5/2016                      | iReady Reading and Math data , Common Assessment data  | 5/22/2017<br>weekly        |
|  G1.B1.S2.A1<br> A363855      | Principal and teacher-leaders will attend all DPLCs together.  | Gonzalez, Dennis | 9/12/2017                     | Attendance and DPLC note-taking/ collation of district resources   | 5/10/2018<br>monthly       |
|  G1.B1.S2.A2<br> A363856      | Teacher-leaders will share out the information and strategies learned at DPLCs with grade-level...   | Gonzalez, Dennis | 9/12/2017                     | PLC meeting notes  | 5/17/2018<br>monthly       |
|  G1.MA1<br> M388944           | i-Observation feedback, Common Assessments, Monthly Child-Study team                                 | Phelps, Christy  | 8/14/2017                     | Common Assessments, iObservation data, iReady Reading and Math data, MTSS documentation, P-SELL diagnostics, FSA data  | 5/29/2018<br>biweekly      |
|  G2.MA1<br> M388949       | iObservation feedback, Common Assessments, Monthly Child-Study team meetings, iReady data            | Gonzalez, Dennis | 8/14/2017                     | Common Assessment data, MTSS documentation, iReady Reading and Math data, FSA  | 5/29/2018<br>monthly       |
|  G1.B1.S1.MA1<br> M388940 | Teacher iObservation data  | Gonzalez, Dennis | 8/14/2017                     | iObservation (peer, instructional coach, administration)   | 5/29/2018<br>weekly        |
|  G2.B1.S1.MA1<br> M388945 | Lesson plan reviews, iObservation feedback, classroom observations                                   | Gonzalez, Dennis | 8/14/2017                     | Lesson plan feedback and observation feedback  | 5/29/2018<br>every-3-weeks |
|  G2.B1.S1.MA1<br> M388946 | iObservation feedback data, classroom observations, PLC meetings                                     | Gonzalez, Dennis | 8/14/2017                     | Scaffolding and differentiating of instruction during classroom observations and effective use of student grouping   | 5/29/2018<br>weekly        |
|  G2.B1.S1.A1<br> A363858  | Provide teacher planning days with coach support each quarter on effective differentiated...         | Phelps, Christy  | 8/14/2017                     | Sign in sheets, reflection logs, exit slips, agenda  | 5/29/2018<br>quarterly     |
|  G2.B1.S1.A2<br> A363859  | Ensure collaborative planning with teachers to discuss implementation of differentiated instruction. | Martinez, Lauren | 8/14/2017                     | Sign in sheets, teacher data tracking forms  | 5/29/2018<br>weekly        |
|  G2.B1.S1.A3<br> A363860  | Teachers will implement differentiated instructional strategies.                                     | Gonzalez, Dennis | 8/14/2017                     | Classroom observations, student data, lesson plans   | 5/29/2018<br>daily         |
|  G1.B1.S2.MA1<br> M388943 | Principal will attend DPLCs, and leadership team members will attend weekly Reading and Math PLC...  | Gonzalez, Dennis | 9/12/2017                     | DPLC attendance, PLC data forms, sign in sheets, lesson plans  | 5/29/2018<br>weekly        |
|  G1.B1.S1.MA1<br> M388941 | Evidence of teacher utilization of content specific complex texts with corresponding standards...    | Gonzalez, Dennis | 8/14/2017                     | Teacher usage of content specific complex texts with corresponding standards aligned tasks will be evidenced through i-Observation data (peer, instructional coach, administration), and lesson plans.                     | 5/31/2018<br>every-3-weeks |
|  G1.B1.S1.A1<br> A363852  | Teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks  | Martinez, Lauren | 8/14/2017                     | Lesson plan checklist, iObservation data   | 5/31/2018<br>biweekly      |

**Orange - 0213 - Lawton Chiles Elementary - 2017-18 SIP**  
*Lawton Chiles Elementary*

| Source  | Task, Action Step or Monitoring Activity  | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date     |
|---|---|--------------------|-------------------------------|--|-----------------------|
| G1.B1.S1.A2<br> A363853  | The leadership team will be involved in weekly PLC meetings to ensure effective delivery of...      | Gonzalez, Dennis   | 8/14/2017                     | Sign in sheets, teacher agendas and lesson plans, iObservation data                                    | 5/31/2018<br>weekly   |
| G1.B1.S1.A3<br> A363854  | Lawton Chiles will implement P-SELL in Grade 5 classrooms, along with augmenting the provided...    | Longhouse, Randall | 8/14/2017                     | Classroom observations, P-SELL diagnostic data, Performance Matters data                               | 5/31/2018<br>weekly   |
| G1.B1.S2.MA1<br> M388942 | i-Ready diagnostic data and common assessment data will be tracked and analyzed                     | Gonzalez, Dennis   | 9/11/2017                     | i-Ready data, P-SELL common assessment data, and ELA common assessments will be tracked on data matrix | 5/31/2018<br>monthly  |
| G1.B1.S2.A3<br> A363857  | Introduction of more complex texts and/or increase in close reading tasks will occur in classrooms. | Phelps, Christy    | 9/13/2017                     | i-Observation data   | 5/31/2018<br>one-time |

## V. Professional Development Opportunities

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

**G1.** Increase ELA, Math, and Science proficiency in all subgroups.(Division Priority: Accelerate student performance)

**G1.B1** Teachers' lack of familiarity with choosing and utilizing appropriate, content specific complex texts and standards-aligned texts, and modifying instructional practice based on student evidence and professional learning

**G1.B1.S2** Teachers and administration will collaborate and reflect through the DPLC team sharing information gleaned from DPLCs to grade level PLCs to increase instructional capacity and make data-driven decisions regarding instructional practice, thus causing an increase in student achievement.

### **PD Opportunity 1**

Principal and teacher-leaders will attend all DPLCs together.

#### **Facilitator**

District Coaches/Administrators

#### **Participants**

School Principals and teacher-leaders

#### **Schedule**

Monthly, from 9/12/2017 to 5/10/2018

## 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 | Teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks   |                                 |                |               | \$0.00             |
| 2  | G1.B1.S1.A2 | The leadership team will be involved in weekly PLC meetings to ensure effective delivery of information gleaned from DPLCs  |                                 |                |               | \$0.00             |
| 3  | G1.B1.S1.A3 | Lawton Chiles will implement P-SELL in Grade 5 classrooms, along with augmenting the provided curriculum with additional content specific (science), complex texts. |                                 |                |               | \$5,200.00         |
|    | Function    | Object  | Budget Focus                    | Funding Source | FTE           | 2017-18            |
|    | 5100        |   | 0213 - Lawton Chiles Elementary | General Fund   |               | \$5,200.00         |
| 4  | G1.B1.S2.A1 | Principal and teacher-leaders will attend all DPLCs together.   |                                 |                |               | \$0.00             |
| 5  | G1.B1.S2.A2 | Teacher-leaders will share out the information and strategies learned at DPLCs with grade-level teams during weekly PLCs  |                                 |                |               | \$0.00             |
| 6  | G1.B1.S2.A3 | Introduction of more complex texts and/or increase in close reading tasks will occur in classrooms.   |                                 |                |               | \$0.00             |
| 7  | G2.B1.S1.A1 | Provide teacher planning days with coach support each quarter on effective differentiated instructional strategies.   |                                 |                |               | \$15,000.00        |
|    | Function    | Object  | Budget Focus                    | Funding Source | FTE           | 2017-18            |
|    | 5100        |   | 0213 - Lawton Chiles Elementary | General Fund   |               | \$15,000.00        |
| 8  | G2.B1.S1.A2 | Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.  |                                 |                |               | \$0.00             |
| 9  | G2.B1.S1.A3 | Teachers will implement differentiated instructional strategies.  |                                 |                |               | \$0.00             |
| 10 | G2.B1.S2.A1 | Teachers will receive professional development on the MTSS process.   |                                 |                |               | \$0.00             |
| 11 | G2.B1.S2.A2 | Weekly MTSS meetings will be held to discuss student progress.  |                                 |                |               | \$0.00             |
|    |             |   |                                 |                | <b>Total:</b> | <b>\$20,200.00</b> |