

Miami-Dade County Public Schools

Lawton Chiles Middle School



2017-18 Schoolwide Improvement Plan

Lawton Chiles Middle School

8190 NW 197TH ST, Hialeah, FL 33015

<http://lcms.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 Dade 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 Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, the faculty and staff of Lawton Chiles Middle School will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work-place literacy as productive citizens of our community.

b. Provide the school's vision statement.

The Lawton Chiles Middle School faculty, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment for all students.

2. School Environment

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

At Lawton Chiles Middle School a professional family atmosphere is created, which provides the students with the opportunity to celebrate and be recognized as student of the month. Best Practices are shared with our teachers in order to provide our students with the opportunity to recognize a positive representation of the different cultures, their history, political, social, and economic contributions to U.S. History. Appropriate and academically stimulating activities are used during specified months of each celebrated culture, i.e. African-American History Month and Hispanic Heritage Month.

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

At Lawton Chiles Middle School promoting and maintaining a safe learning environment is a top priority. From the time they arrive in the morning they are supervised by adults. Administrators have an open door policy where students can speak directly to the principal or assistant principal regarding any issues they may have. The counselor pulls students based on both emotional and academic needs. Lawton Chiles Middle School works closely with its school police officer to ensure that students arrive and leave safely from the school campus. The school officer meets with students and makes morning announcement to address safety concerns and respect for all students and staff.

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.

At Lawton Chiles Middle School students are dealt with fairly and consistently according to the Code of Student Conduct. Teachers have established discipline plans that address inappropriate behaviors in their classroom and shared them with the students and parents at the beginning of the school year.

Lawton Chiles Middle School participates in the Positive Behavior Support (PBS) system. Through the PBS system, students who are demonstrating model student behavior are recognized and rewarded with an "Eagle of the Month" lunch. The PBS system has proven to be an effective means to encourage model student behavior, their participation in extra curricular activities is prioritized i.e.,

in field trips, pep rallies, awards assemblies. This reduces the school's overall number of discipline issues in the school.

Our in-school counseling strategies include a Student Services Department that provides students with alternatives to suspension as well as a forum for mediation and conflict resolution strategies. The support provided by the Student Services Department allows students to discuss why they committed Code of Student Conduct offenses and what they could have done differently, in an effort to prevent repeat offenses. Members of the Student Services Department take a proactive approach by conducting a Functional Assessment of Behavior (FAB) as well as a Behavior Intervention Plan (BIP) in order to empower students and parents with the strategies needed to avoid suspension. Also as needed, the students are assigned a school mentor to guide and assist them.

The PBS team at Lawton Chiles Middle School meets monthly to monitor each student's number of offenses and referrals if needed, help to enforce the non-participation rule as it pertains to athletics and extra-curricular activities.

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.

The Student Service counselor and selected Instructional personnel at Lawton Chiles Middle School will implement Values Matter program throughout the school year focusing on bullying, anger management, conflict resolution, alternative to suspension, character education, and at-risk screening.

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.

Student Services consistently reviews the daily attendance bulletins, follows up with students that have accrued 3 or more absences, parents are contacted and if the absences progress to 5 or more, then a truancy packet is developed. The school counselor attends weekly team meetings with instructional personnel and parent conferences. Schedules follow-up conferences with any students that show a possibility of failure in ELA or Math or are displaying any behavior issues (indoor or alternative to suspension) and parent contact is made.

More than 10 absences

More than 1 suspension (indoor or alternative to suspension)

Course Failure in English Language Arts or Mathematics

Level 1 score on the statewide standardized assessment

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	21	16	8	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	93	84	75	0	0	0	0	252

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	101	101	99	0	0	0	0	301

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

1. The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing interventions, conducts assessment of data based intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation and communicates with parents regarding school based intervention plans and activities.
2. The Assistant Principal will assist the principal in all duties as related to school-wide interventions. Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing interventions through the core subject areas, conducts assessment of data based intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support intervention implementation and communicates with parents regarding school based intervention plans and activities.
3. The Math Coach will provide guidance in math department; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning and creating intervention plans.
 - Develops, leads and evaluates school core content standards/programs
 - Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
 - Identifies systematic patterns of student need while working with personnel to identify appropriate, evidenced based intervention strategies
 - Assists with whole school screening programs that provide early intervening series for children to be considered "at-risk"
 - Assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.
4. The Department Chairpersons will be responsible for the following functions:
 - Implement intervention requirements at the instructional level
 - Gather individual student data
 - Evaluate intervention progress by monitoring academic data
 - Monitor and respond to the needs of subgroups within the expectations for adequate yearly progress.

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?

No

1. PFEP Link

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

2. Description

The school completes a Parent and Family Engagement Policy (PFEP) that is available at the school site.

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 based Title I Community Involvement Specialist (CIS), serves as a bridge between the home and local community through home visits, telephone calls, school site and community activities. The CIS schedules meetings and activities, encourages parents and local businesses to support their child's education, provides materials, and encourages parental participation in the decision making processes at Lawton Chiles Middle 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
Tudor, Stephanie M.	Principal
Homma, Adalys	Assistant Principal
Sanchez, Gisel	Teacher, K-12
Torres, Concepcion	Teacher, K-12
Cardet, Stacey	Teacher, K-12
Thames, Cheryl	Teacher, K-12
Bennett, Pat	Teacher, K-12
Firtell, Brian	Teacher, K-12

b. Duties

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

Mr. Nelson Izquierdo Jr. Principal, will schedule and facilitate regular Leadership Team meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; in addition to the school administrator the school's Leadership Team will include the following team members:

Adalys Homma, Assistant Principal for Curriculum, will assist the Principal in all duties as related to interventions, provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing data based interventions, ensure the implementation of intervention support and documentation, ensure adequate professional development to support intervention implementation and communicates with parents regarding school-based intervention

plans and activities.

The Department Chairpersons who are the following:

Electives – Gisel Sanchez, ESE – Concepcion Torres, Language Arts – Stacey Cardet, Mathematics- Cheryl Thames, Science- Patricia Bennett, Social Studies- Brian Firtell

Assist the administration by supporting their departments through the use of best practices to implement data based instruction and data based interventions.

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.

The Lawton Chiles Middle Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress toward those goals at least three times per year by:

- Holding weekly team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Respond when grades, subject areas, classes, or individual students have not shown a positive response. (Intervention problem solving process and monitoring progress of instruction)
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively
- Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process.

Tier 2

The Second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and /or behavioral support. Tier 2 problem solving meetings occur regularly to:

- Review OPM data for intervention groups to evaluate group and individual student response
- Support interventions where there is not an overall positive group response
- Select students (see SST Guidelines) for SST Tier 3 Intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The problem solving process is used to first carry out, monitor, and adjust as necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, End of Year the Leadership Team uses the Tier 1 problem solving to evaluate the SIP efforts and dictate strategies for the next year's SIP. At this time, previous years trend data across grade

levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title I, Part A At Lawton Chiles Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities during school tutoring pull-out and push-in programs, before-school programs, or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support Services are provided to students and families. The school based Title I Community Involvement Specialist (CIS), serves as a bridge between the home and school through telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at Lawton Chiles Middle School. Academic Department Leadership develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of Lawton Chiles Middle School's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. In addition, the Student Service counselors and special instructional personnel at Lawton Chiles Middle School will implement prevention programs throughout the school year focusing on bullying, anger management, conflict resolution, alternative to suspension, character education, and at-risk screening.

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Programs by providing students with the opportunity to attend alternative to Suspension Centers.

Title II The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III Lawton Chiles use Title II funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (6-8)
- parent outreach activities (6-8) through the Bilingual Parent Outreach Program (The Parent Academy) professional development on best practices for ESOL and the content area teachers.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so

upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools – each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school-based School Homeless Liaison has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI) Lawton Chiles will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

- 1) Lawton Chiles Middle School adheres to and implements the nutritional requirements stated in the District Wellness Policy
- 2) Nutrition education, as per state statute, is taught through physical education
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Patricia Bennett	Teacher
Nelson Izquierdo	Principal
Brian Firtell	Teacher
Gisel Sanchez	Teacher
Luis Garcia	Parent
Martha Schrager	Teacher
Alexandra Rubio	Parent
Naomi Edwards	Teacher
Silvia Padron-Salgado	Teacher
Jorge Martinez	Teacher
Lottie Roy	Education Support Employee
Francisco Chavez	Education Support Employee
Sharon Singh Hagyan	Parent
Cristina Velazquez-colon	Teacher
Lazaro Lopez	Parent
Raynier Rocafort	Parent
Laura Lotito	Teacher
Nimfa McCalla	Parent
Gabriela Lopez	Student
Kouros Hagyen	Student
Idia Ighodaro	Student
Esosa Ighodaro	Student
Joseph Lotito	Student
Shannon Ighodaro	Business/Community
Onaidys Garcia	Business/Community
Carlos Cruz	Business/Community

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

EESAC members and school leadership team reviewed data collected from all on-going District i-Ready assessments, school generated assessments, district and school reports and the FSA Assessments and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP. These recommendations included increasing Higher Order Thinking Questions and Strategies throughout the school and as a result student achievement in Reading, Mathematics, Science and Social Studies would increase. They also suggested at the End of Year SIP review to increase Data Disaggregation and Differentiated Instruction and Strategies throughout the school and would then result in increased student achievement in Reading, Mathematics, Science and Social Studies increasing.

b. Development of this school improvement plan

EESAC members and the school leadership team review data collected from all on-going District interim assessments, school generated assessments, district and school reports and the FSA Assessments and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP.

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

EESAC members reviewed the goals set out for the school improvement plan and then decided what resources were necessary and would directly impact student achievement.

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

- Support for Technology needs. \$1000.00
- Manipulatives for Math Conceptual Teaching. \$500.00
- Tutorial Services for Students \$500.00
- STEM Experiences for students \$1,500.00

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
Tudor, Stephanie M.	Principal
Homma, Adalys	Assistant Principal
Ricketts, Maislyn	Teacher, K-12
Arencibia, Nick	Teacher, K-12
Bennett, Pat	Teacher, K-12
Cardet, Stacey	Teacher, K-12
Firtell, Brian	Teacher, K-12
Gordon, Shirley	Instructional Coach
Lawrence, Shayna	Teacher, K-12
Lotito, Laura	School Counselor
Martinez, Jorge	Teacher, K-12
Padron-Salgado, Silvia	Teacher, K-12
Ramirez, Yania	Teacher, K-12
Sanchez, Gisela	Teacher, K-12
Thames, Cheryl	Teacher, K-12
Torres, Concepcion	Teacher, ESE
Velazquez-Colon, Cristina	Teacher, K-12

b. Duties

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

The Lawton Chiles Middle LLT will implement initiatives that are aligned to the District K-12 Comprehensive Research Based Reading Plan 2017-2018. The major emphasis for the Lawton Chiles initiative will focus primarily on developing fluency in the classroom environment through the following strategies:

- Organizing and structuring the classrooms so students are grouped to facilitate collaboration
- Teacher instruction focuses more on modeling and thinking aloud to demonstrate literacy strategies
- Utilization of word walls in all content areas
- Writing across the curriculum utilized as a daily strategy in all classrooms

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.

Mondays from 8:30-9:00 am are used for common planning. During this time teachers unwrap the new Florida standards, create lessons that utilize higher order thinking questions, technology, formative assessments, and opportunities for students to collaborate.

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

1. Create effective environment for professional cooperation and collaboration
2. Empowering teachers to participate in school decision making processes
3. Recognize teachers on an on-going basis for contributing to positive and rigorous learning environment
4. We use Teacher Match to recruit teachers and the Mint program to retain effective teachers.

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

Minimum of three years of successful teaching experience

Certified at the same level (intermediate, etc), or in same subject area.

Using the MINT program, highly qualified mentor teachers will be matched to beginning teachers who are new to the school or grade level.

Mentor teacher and beginning teachers will be matched according to like discipline and/or grade level. Mentoring teams will meet biweekly to observe each others techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

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.

Teachers during common planning unpack the new Florida Standards and align the instruction to meet the rigor of these standards. Textbooks are dissected during these common planning sessions

to identify the content that meets the rigor required by the standards and falls within the content limits. CPALMS and other items released by the Florida department of education are used in planning and dissemination of the content.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system,
- adjust the allocation of school based resources
- drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

2. Lawton Chiles Middle School utilizes the Gateway to Data Assessment Management System to manage the following data:

Academic

- iReady Assessments
- Mid-Year Assessments (MYA)
- State/Local Mathematics and Science Assessments
- FSA
- Student grades
- School site specific assessments
- Behavior
- Student Case Management System
- Detentions
- Alternative to suspensions (Success Center)
- Referrals by student behavior, staff behavior, and administrative content
- Office referrals per day per month
- Team climate surveys
- Referrals to special education programs

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: Extended School Day

Minutes added to school year: 542

Before or after school time is utilized for the following programs:

The engineering enrichment program (local SECME program) is designed to develop students' critical thinking and creative thinking skills through engineering style projects. Students gain experience in the design, development and construction of projects such as basswood bridges, mousetrap cars, egg drop container systems, and water bottle rockets for the annual SECME Olympiad competition. The program requires students to also explain the development and testing of their project prototypes in a written narrative. Student progress is measured through the use of rubrics developed to competitively score the different projects' effectiveness.

The After-School All-Stars enrichment program is designed to develop students' understanding of themselves and their basic life skills, their career opportunity choices, readiness for high school, reading fluency and mathematics skills, science inquiry skills, nutrition, and personal physical fitness development.

Strategy Rationale

The additional time with the program facilitators and small group sessions will increase students' critical thinking and creative thinking skills, students' understanding of themselves and their basic life skills, their career opportunity choices, readiness for high school, reading fluency and mathematics skills, science inquiry skills, nutrition, and personal physical fitness development.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tudor, Stephanie M., pr6161@dadeschools.net

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

The SECME program data is collected as project prototypes are completed and tested. Students will also write reflections about their experiences which are then shared and discussed by the members of the program. The person responsible for the program is the School SECME Coordinator. Student progress is shared with school administration.

The After-School All-Stars enrichment program collects student data generally by component category through pre and post tests and in several components through a pre, mid-year and post component assessment. Surveys are also accomplished to enable the program staff to modify the component delivery so that all individuals have a positive achievement in the component. The overall progress of the students is shared with school administration.

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.

School teams have been developed to identify students who require additional support during the transition process. These teams problem solve and identify instructional, motivational, and emotional strategies to assist the child in all facets. The counselor works closely with these teams to provide in-house support and to identify outside agents that can be called upon should further support be needed. These teams, in collaboration with the counselor and administration, meet with the guardians of these students in order to have an open path of communication that assists in mirroring the strategies employed at the school site.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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. If core instruction is improved, then student achievement will increase in all content areas.

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. If core instruction is improved, then student achievement will increase in all content areas. 1a

 G097121

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
U.S. History EOC Pass	
Civics EOC Pass	
Bio I EOC Pass	

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of teacher implementation of effective lesson planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Differentiated Instruction Plan, Department Chair trained in new standards, Department Common Planning on Mondays, Additional technology provided to the department as well as the CUBS (Circle, Underline, Box, Solve) problem solving protocol in Math.

Plan to Monitor Progress Toward G1. 8

Check point assessments throughout the year.

Person Responsible

Stephanie M. Tudor

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Growth in student learning gains and proficiency in: iReady diagnostics, mini assessments in Civics; topic assessments in Math and Science as well as pre and post tests in writing and the state standardized assessments.

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. If core instruction is improved, then student achievement will increase in all content areas. **1**

 G097121

G1.B4 There is limited evidence of teacher implementation of effective lesson planning. **2**

 B261255

G1.B4.S1 Students will be required in each content area to collaborate, think critically, communicate, and be creative in their assignments: Science: STEAM/STEM, The 4 C's, Technology, fidelity with computer Based Program, and Hands on Science Language Arts/Reading: Citations Mathematics: The 4 C's, Small Group Instruction Social Studies: Technology-tablets, Data Driven Personalized Instruction

4

 S276585

Strategy Rationale

If students are required to use the 4 C's in rigorous tasks or higher order thinking questions, teachers can determine if students have mastered the requirements/rigor of the standard. Having the students do this in each of their classes shows the students that these skills are not used in isolation and provides a deeper understanding of how to provide evidence in any problem solving situation.

Action Step 1 **5**

Common planning will focus on using the 4 C's in lessons and activities.

Person Responsible

Stephanie M. Tudor

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teacher lesson plans, student work folders

Action Step 2 **5**

Create additional technology lab time.to include all departments.

Person Responsible

Stephanie M. Tudor

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Monitoring of monthly lab schedule

Action Step 3 5

Provide best practices during common planning that include lesson plans with activities that emphasize on the 4 C's and gradual release to students.

Person Responsible

Stephanie M. Tudor

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Weekly monitoring of common planning shared best practices.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration walkthroughs

Person Responsible

Stephanie M. Tudor

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walkthroughs, student work, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will meet weekly to monitor implementation of the interventions used.

Person Responsible

Stephanie M. Tudor







Schedule

Weekly, from 10/23/2017 to 5/28/2018

Evidence of Completion

Agenda minutes, walkthrough logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.MA1  M400910	Administration will meet weekly to monitor implementation of the interventions used.	Tudor, Stephanie M.	10/23/2017	Agenda minutes, walkthrough logs	5/28/2018 weekly
G1.MA1  M400912	Check point assessments throughout the year.	Tudor, Stephanie M.	8/21/2017	Growth in student learning gains and proficiency in: iReady diagnostics, mini assessments in Civics; topic assessments in Math and Science as well as pre and post tests in writing and the state standardized assessments.	6/7/2018 quarterly
G1.B4.S1.MA1  M400911	Administration walkthroughs	Tudor, Stephanie M.	8/21/2017	Walkthroughs, student work, lesson plans	6/7/2018 monthly
G1.B4.S1.A1  A372797	Common planning will focus on using the 4 C's in lessons and activities.	Tudor, Stephanie M.	8/21/2017	Teacher lesson plans, student work folders	6/7/2018 monthly
G1.B4.S1.A2  A372798	Create additional technology lab time.to include all departments.	Tudor, Stephanie M.	8/21/2017	Monitoring of monthly lab schedule	6/7/2018 monthly
G1.B4.S1.A3  A372799	Provide best practices during common planning that include lesson plans with activities that...	Tudor, Stephanie M.	8/21/2017	Weekly monitoring of common planning shared best practices.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved, then student achievement will increase in all content areas.

G1.B4 There is limited evidence of teacher implementation of effective lesson planning.

G1.B4.S1 Students will be required in each content area to collaborate, think critically, communicate, and be creative in their assignments: Science: STEAM/STEM, The 4 C's, Technology, fidelity with computer Based Program, and Hands on Science Language Arts/Reading: Citations Mathematics: The 4 C's, Small Group Instruction Social Studies: Technology-tablets, Data Driven Personalized Instruction

PD Opportunity 1

Common planning will focus on using the 4 C's in lessons and activities.

Facilitator

Principal, Assistant Principal, Department Chairs, Math Coach

Participants

All Teachers/Instructional Staff

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Common planning will focus on using the 4 C's in lessons and activities.				\$4,336.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	6161 - Lawton Chiles Middle School	School Improvement Funds	868.0	\$4,336.00
			Notes: Notes			
2	G1.B4.S1.A2	Create additional technology lab time.to include all departments.				\$0.00
3	G1.B4.S1.A3	Provide best practices during common planning that include lesson plans with activities that emphasize on the 4 C's and gradual release to students.				\$0.00
Total:						\$4,336.00