Lawton M. Chiles Elementary School

2018-19 Schoolwide Improvement Plan

Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

https://www.sbac.edu/chiles

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	A*

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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.

Table of Contents

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.

2018-19 DA Category and Statuses for Lawton M. Chiles Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are committed to the success of every student.
Beliefs
* All students can and will learn more than they presently know.
* Lawton Chiles will be child centered.
* All students will feel successful and be prepared for the 21st century.
* Lawton Chiles will be an A+ school.
* Individuality is valued.
* Each child is important and valued.
* Everyone deserves respect.
* Students will be encouraged to be life long learners.
* Students will learn to respect differences in individuals.
* Teachers serve as facilitators and ensure learning for all.
* Students should want to learn and enjoy learning.
* The teaching of social skills should be a part of the school day.
* Communication will be ongoing between parents and teachers.

b. Provide the school's vision statement.

Lawton Chiles Elementary strives for excellence by actively involving all students, parents, faculty, staff, and the community in a safe, nurturing, and respectful environment.

2. School Environment

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

At the beginning of each school year, our teachers will build classroom communities and culture by involving their students in activities that allow them to share about themselves, write stories about themselves and their families, and design personal projects that focus on the child's identity. Teachers provide time for students to share their work with their peers. Display boards are used to showcase the students' work. This work is displayed in the classroom and on the grade level hallways. Meet the teacher and open house opportunities are held for the teachers, parents, and students to all meet each other. Parent/teacher conferences are arranged to discuss special needs a child may have as well as provide a time for parents and teachers to share both academic and behavioral concerns. Many of these processes are ongoing and may occur more frequently for some students depending upon individual student needs.
Parents are asked to complete student profile sheets at the end of each school year to tell us more about their child which isa relationship building tool for the teachers before the next school year begins. Home language surveys also provide additional student information support.
All faculty and staff will actively participate in a various school-wide supported social emotional programs.
This year will include Stanford Harmony, Trauma Sensitive, Chiles mentoring, Safe School, Deliberate Optimism book study, and emergency ALICE PD.

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

Lawton Chiles utilizes the district wide Raptor program to monitor all visitors both coming on and departing our school campus. There is a no exception policy for all to sign-in and out when visiting our school campus. A photo state issued identification is required and used by all to check into the front office. This ensures the safety of our students and school personnel. Our School Resource Officer (SRO) will conduct school wide lockdown and evacuation drills on a regular basis. He will also provide ALICE training and instruction to the faculty and staff on ways to maximize school safety for our students. The principal will provide school personnel with a copy of the Crisis and Emergency Plan during pre-planning and will review required procedures with the assistance of the SRO.
• Before School - Homeroom teachers provide supervision on a rotating basis in their grade level's common
area until the first bell rings.Teachers without a homeroom and educational support staff are assigned duty posts to provide supervision as students are dropped off by car and bus. Supervision of those students will be held in the cafeteria and throughout the campus as students move about on their way to
report to their assigned common grade level area. The school assigned deputy will provide traffic flow and parent drop off assistance. The Principal, Assistant Principal, and BRT will provide adult supervision in
both the bus and parent drop off area and crosswalk.
• During School - Teachers work diligently within their class and across the grade level to develop a sense
of community and belonging. Each classroom utilizes the school-wide classroom management system for
continuity and structure in each classroom. Teachers and staff use the PBIS "Cheetah Cash" to recognize and reward good behavior and also use "Got Caught" stickers to recognize students caught
doing something good, following directions, helping others, listening, being respectful, cooperating, or just for trying their best. Those students will be entered in a drawing for primary and Intermediate. The
winner for each area will be announced on the Cheetah morning broadcast. Each grade level has a weekly recognition assembly where teachers recognize the achievement of an individual student from their classrooms. These awards are presented in front of the entire grade level to encourage all students
to work to earn the award. Our monthly school-wide recognition program is called the Lawton Chiles Governor's Awards. Students are presented by grade level on the news and given a certificate. Students
are selected on a monthly basis and a picture of the group of honorees is posted on the hallways. Teachers are responsible for student supervision in their homeroom class during instruction and transitions. Teachers will use the "Safer Smarter Kids" program in their classrooms to empower students
to speak up for themselves and stay safe. Principal newsletter, The Communicator is sent home on a weekly basis to keep parents informed. Additionally, grade level teams also send home weekly parent communication about their specific grade.

All faculty and staff will actively participate in a various school-wide supported social emotional programs.
This year will include Stanford Harmony, Trauma Sensitive, Deliberate Optimism, and "Mentoring with Meaning".

• After School - All homeroom teachers provide supervision as students move to either the car loop or bus
loop areas. "How do you get home?" verification sheets are completed by parents during "Meet the

Teacher".
Primary aged students that ride the bus will be checked off by an adult before getting on the bus in the
afternoon for an additional security precaution. Students attending the EDEP program are walked to the cafeteria by a grade level teacher. Teachers stay "on duty" until students are picked up and leave for home. Additionally, some students stay for after school clubs and free grant sponsored academic tutoring. These students are also supervised until an adult picks them up or they are taken to the EDEP
program for supervision.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Principal, Assistant Principal, BRT, FCIMS Teacher, and Guidance Counselors will attend monthly data chat meetings with grade levels on a rotating basis. Monthly behavioral data reports will be analyzed and adjustments will be made utilizing researched based interventions. The Positive Behavior Support (PBS) committee will be chaired by the Behavioral Resource Teacher and will meet monthly to analyze behavior data and work to establish incentives and interventions appropriate for areas in need of improvement. Faculty behavioral in-service training will be held for the following program: Effective Behavioral System Supports. Nine week and semester reward/ honor roll / no behavioral referrals will be acknowledged and celebrated. Teachers will also engaged in response to intervention, crisis, social emotional training.

Plan of Action:
• PBS Committee will continue to meet for implementation of respect/social skills curriculum by grade level
and determine if the program is meeting with success.
• PBS Committee will continue to support the continued use of the school-wide behavior management system. Each grade level team will utilize a common color-coded classroom behavior management system to promote continuity within the grade levels and across the entire school.
• PBS Committee will determine activities designed to recognize and reinforce appropriate behavior. Activities include: Cheetah Cash, Meaningful Monday Winners, School Store, Lunch Outside with a Friend , VIP Luncheon with the Admin team, Nine week treat for grades K-5 (popsicles, popcorn,etc,). Quarterly Activities: A/B Honor Roll Social, Governors' Award, Grade level Weekly Student Recognition.
• BRT and guidance counselors will conduct small group social skill meetings, provide individual support, classroom observations,
behavioral modification support, behavior contracts/point sheets, and bus rider behavior monitoring assistance and behavior modification teacher training.
Stanford Harmony emotional support kits will be issued to all grade level teachers for weekly use in the classroom during homeroom period.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

• Lawton Chiles Elementary has a comprehensive, developmental competency-based school guidance and
counseling program. Services include: School-wide character and career development, weekly morning
puppet lessons on the morning news, development and implementation assistance on IEP, EPT, and 504
plans, classroom guidance, small group counseling, individual counseling, consultation and collaboration
with all stakeholders. A Sensitivity and Trauma committee is active and consists of two general
education teachers, one ESE teacher, one administrator, and one guidance counselor. This committeel
attended district training and then conducted grade level / school-wide trainings for the faculty and staff.
Curriculum and intervention strategies focus on the academic, personal/social, and career needs of
the students. The program is aligned with the American School Counselor Association (ASCA) National
model and the ASCA National Standards for students.

• Backpack program - Backpacks filled with food items are provided for students that qualify for this
program. This ensures our students do not go hungry on the weekends. Holiday food baskets will
also be provided through food basket donation / drives during the holidays.

• Breakfast, Lunch, and After School Snacks - We provide nutritious breakfast and lunch meals and an after
school snack to all students.
Approximately one third of our student population qualifies for free or reduced meals. This program also
ensures our students are nourished and ready to learn. Lawton Chiles will continue participating in the Dad's
Take your Child to School Day providing an opportunity for students to have
breakfast with their father provided by the cheetah cafeteria.

• Sue's Closet - Our PTA maintains a closet stocked with various clothing items for students who are in
need of any type clothing item. We feel that our students should all begin on an even playing field so
classroom learning opportunities do not have any obstacles that would impair our students to be able to
learn.

• Positive reinforcement is used through our PBS program and cheetah cash/store. Guidance counselors are
actively implementing a new program entilted "Mentoring With Meaning" to provide another positive service.

• Guidance lessons are provided by teachers and guidance counselor with grade specific programs:
Kindergarten – 5th grade – Chiles Safety Matters, School Wide Anti-Bullying, Safer, Smarter Kids.
Kindergarten - 2nd grade – Safer Smarter Kids
1st grade – Ready to Learn
2nd grade - I Care Cat
3rd grade – Ready for Success
4th grade – Student Success Skills
5th grade – Career Education & Human Growth & Development

• Recess is provided for all grades throughout the day for students to interact with their peers and learn to
problem solve. This component meets the teacher led PE component. Sportmanship and working with your peers is a priority. In addition, a school sponsored "Girls on the Run" program that incorporates
social emotional mentoring with physical activity is used.

• Community building is also accomplished through a variety of Kagan structures such as "Rally Coach,
Think Pair Share,and Shoulder Buddies). These structures encourage cooperative learning in every lesson presentation in the classroom. Relationship building with Lawton Chiles and community service
facility (SWAG Center), and South West Health Care Center.

• Our physical education program promotes social and emotional growth through the playing of team games, physical fitness, and the morning running club. We will continue the bi-yearly participation in Jump
Rope for Heart and annual Fun Run program to support student and community physical fitness collaboration. The promotion of fitness with all students is the major focus of the program. With support and
encouragement from peers, students set personal fitness goals and work to achieve them. In addition,
classes are set up to use movement as a framework for teaching social skills. P.E. classes offer structure,
opportunities, and expectations for all students so that they can learn how to communicate, work in small
groups, problem solve, and be risk takers.

• School-wide particpation in the Sanford Harmony Program. Grade level kits will be provided to all teachers
for use in their classrooms with students. The program is based upon the building of healthy relationships
one classroom at a time. The focus will be to obtain a reduction in bullying and help develop tolerant, compassionate, and caring adults. Students are empowered to communicate, cooperate, connect, and
embrace diversity and resolve conflicts. The statewide initiative program, Safer, Smarter Kids will also be an
active program promote social awareness and student safety.

• Throughout all of our grade level classes, the teachers provide time for cooperative problem solving and
learning opportunities. The administration team and deputy will meet with grade level teams on a rotational
schedule to provide support and reinforcement of behavioral expectations.

• Through the direction of our music teacher, each grade level presents a program for parents to come and
see. These programs require our students to work together to ensure a quality performance. Decorations
and props are often designed and created by the students as well. Parent attendance and support is encouraged.

• Finally our safety patrol officers are students from our fifth grade classes. These students "apply" for

these posts and write an essay as to why they want to be considered. Many of our fifth grade students
participate by serving posts throughout the school. It may be as a teacher helper, car door opener each
morning, serving on the morning school news crew, or just walking around monitoring the school grounds
prior to school starting. Students will be cooperative with each other, and receive support from the safety
patrol sponsor and school deputy on expectations and procedures.
Student planners provide an opportunity for daily communication to the students and parents. School
newsletters, grade level news, parent conferences and phone homes are ways in which the school
provides support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school
suspension: After 5 unexcused absences, parent is contacted by the teacher. Further absences will
require follow-up with the parent through guidance counselor, BRT, Assistant Principal, or Principal.
District assistance will be requested for issues of truancy.

The Principal, Assistant Principal, FCIMS Teacher, and or guidance counselor will generate and analyze the Accountability
Identifiers Report on a nine week basis. Students with an indication of two or more early warning signs will
automatically generate an EPT plan, which will include strategic components to promote and
monitor student progression goals.

• One or more suspensions, whether in school or out of school: Specialized behavior plans are
implemented in the classroom and/or throughout campus where the student works toward increasing
appropriate behavior and academic performance. When the behavior becomes severe enough, the
student goes through a formal process with his/her educational planning team (EPT) or the 504 plan process
with a common goal of behavioral RTI success.

• Course failure in English, Language Arts or mathematics: Students are placed on a progress monitoring
plan (PMP). EPTs are often held, and sometimes the Response to Intervention (RTI) process is put in
place. Tutoring and/or intervention strategies are utilized to address students' needs. Sometimes a 504
plan is added where a medical diagnosis is present that will provide accommodations that will help the
child perform on grade level or beyond.

• A Level 1 score on the statewide, standardized assessments in English, Language Arts or mathematics:
Students are offered additional help through
tutoring opportunities, small group instruction, additional resources are utilized that are instructionally
appropriate to the student's academic level. If retention is in place, careful placement is made the
following year to ensure the student has a quality experience and meets with more success.

. Title I Targeted Assistance Program awarded for the 2018-2019 school year. Students will be identified to
participate based upon individualized student data resulting from criterion reference outcome of deficiency
identification. Various researched based interventions will be implemented including the computer based
literacy program iStation, SmartyAnts, and Achieve3000. These programs will increase cognitive skills
while students receive small group interventions at least four days a week from a certified teacher in
literacy skills during the school day. Additional small group after school tutoring is available two days a
week for targeted academic deficient areas from a certified teacher.

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

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

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

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

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

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

• Classroom guidance uses research based strategies to teach student success skills.
• Small group counseling is provided for at-risk students.
• Leadership groups are in place.
• Individual plans are in place to encourage students to attend school daily
• The Assistant Principal and BRT will work with individual students who exhibit behavior problems severe
enough to warrant suspension by employing in-school suspensions, time out in her office, point plans, etc.
• The PBIS plan provides for students to earn school Cheetah Cash to purchase prizes, participate in
special lunch programs, earn certificates, etc.
• Weekly recognition programs are in place in all grades to recognize students who display characteristics
of quality citizenship. These programs also serve to motivate all students to aim for the award.
• Classes are heterogeneously grouped and are provided differentiated instruction based on need
using intensive instruction with resources and programs that are researched based.

• Literacy work stations are used to provide differentiated instruction for students during language arts instruction as well as math work stations are used for the same purpose.
• Study hall is in place in the upper grades to address more individualized help with at-risk students.
• Pairing with a stronger peer for tutoring is used when appropriate.
• Graphic organizers, foldables, manipulatives, computer based programs such as Reflex Math, and hands-on lessons are used.
. After-school tutoring is provided two days a week for an hour each day for at risk students in Reading or
Math. The tutoring program will focus on providing additional structured core academic support for struggling students.

B. Family and Community Engagement

The school's response to this section may 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

Our faculty and staff work to provide a learning environment that makes all parents feel welcome thereby enabling us to form a partnership with our parents. Parental involvement is essential to student achievement. We believe that parents who feel welcome and good about coming to school events will be more involved than those who do not feel as such.
To facilitate parent involvement, Lawton Chiles will do a variety of things:
• Parent meetings will be held in the evenings to impact increased attendance opportunities (School campus and SWAG center).
• Teachers will be trained on how to work with all families
• Parental workshops will be held on topics of parental interest and need such as new testing requirements
• Parent resource center in our Media Center
• Open House is held for parents to learn about the yearly learning plan for their children
• Daily student planners are used to provide a home/school communication tool
• Active parent volunteer program
• Folders and/or agendas are sent home daily/weekly to provide two way communication between school
and home.
• Conferences are held as often as needed to address teacher and/or parent concerns.
• Projects that involve the home such as the "Family Immigration Project" completed in second grade each

year.
• Musical shows performed by each grade level throughout the year for parents to view.
• Dad's Bring Your Children to School Day
• Grandparent's Day – special kindergarten activity
• Storybook Parade – kindergarten and first grade
• Diffendoffer Day Parade – third grade
• Study trips such as the museums at the University of Florida, theater plays, etc.
• Parent chaperones on trips such as Camp Crystal or Washington D.C. with Safety Patrol

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school partners with a variety of community agencies. Some agencies choose to donate classroom materials and supplies, whereas others choose to be actively involved in the daily operations of the school. Some of these adopters chose to volunteer their services whereas others were secured through an application process. We have a very active and involved PTA organization that works closely with these agencies to secure the support needed for our teachers and students to have the needed supplies and materials to engage in meaningful learning. One example of such a joint partnership is our yearly school carnival. The PTA works with these partners to gather funds and donations needed to set up the carnival. The proceeds from the carnival are used to purchase items needed in the classrooms including replenishment of consumable materials and sustaining mobile science labs for grade level teams K-5. Our annual Fun Run Day is also sponsored by various parents and business partners that provide supervision and various health stations for grades K-5 to rotate through. Community and corporate financial sponsorship is also provided through this effort.

Goodie bag donations for the students and refreshments for the "health day event" are also provided by business and community supporters. A local orthodontist sponsors a donation to Lawton Chiles based upon Halloween candy turned in by our students during Halloween. The collected candy is then shipped overseas to support our troops. The Spirit Pump program sponsored by a local gas station has provided a donation toward our A/B honor roll, and no referral behavioral modification program for our students.

Business partners and local companies in the community will be contacted to sponsor and support the school in various student incentive and educational supportive ways.

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
Tomlinson, Cory	Principal
Andino, Sara	Teacher, K-12
Warner, Deidre	Other
Leibach, Tracy	School Counselor
Booth, Suzanne	Assistant Principal

b. Duties

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

Each member of the leadership team has a different responsibility within the framework of the school that allows our students to receive the best possible educational experience. The leadership team meets weekly to discuss school business such as behavioral issues, curriculum needs, guidance needs, and/or make decisions that affect our learning environment positively or negatively. The leadership team also works with the staff monitoring students' skill mastery. They meet weekly with grade level teams to discuss student issues, student data, curriculum implementation, and set up meetings with resource staff - including parents. There are also Teacher leaders within the grade/ curriculum areas that will act as liasons between the school and district. This leadership group will also participate in district based trainings in regards to formal and informal district assessments. Monthly SAC, grade level team leader, and administrative meetings provide opportunities for shared decision making and collaborative efforts.

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

• At each grade level meeting, the team examines student data, discusses students' needs, and makes
changes in curriculum and strategies as needed. Support staff are provided on an as needed basis.

• Additional services are provided to those students requiring intervention. These services are provided through additional instruction in reading and/or math for grades K-5. Teachers along with the leadership team oversee disaggregation and interpretation of school-wide, grade-level, and classroom
data to determine strengths and weaknesses of programs currently in place.

• The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals)
for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education. Mckinney Vento parent surveys will be placed in enrollment folders for
early identification and assistance purposes. Local business partners and parents are active contributors
annually to supply backpacks filled with school supplies, food backpacks for weekend coverage, and referrals in neighborhood health clinic for free or affordable dental and health care.

• The Positive Behavior Support program implemented since 2010 is currently still in place. Adjustments
are made yearly as needed to ensure the best possible program is in place to meet our students' needs.
Our BRT will attend monthly PBIS district meetings and hold school based PBIS meetings with one member from each grade level. The BRT will also conduct PBIS driven inservice for faculty and staff members.

• The leadership team often has members sit in on interviews when hiring new teachers to ensure the applicant chosen will be a cohesive part of the grade level team. Creating teams that are equipped to meet the varying needs of our diverse population effectively is a priority when organizing our staff for their
grade level assignments.

• The leadership team meets monthly with the Principal, Assistant Principal, guidance counselor and grade
level team leaders. Teacher leaders will share new information from the district, school news, and conduct informative training sessions.The FCIMS teacher will attend grade level team meetings on a rotational basis. Data chats and instructional reflections will be conducted within the grade level team meetings and monthly faculty meetings. The guidance counselor will also attend grade level team meetings on a rotational basis to assist with RTI and PMP process. All of the above strategies will be used
to gain input from the teams in critical areas of the decision making process.

• The funding sources to support leadership produced programs such as book studies, additional computer
lab, after-school snacks and stipends, etc. are from the following areas: lottery, A school money (SRP),
awarded grants, Title I, CREATE grants, and other internal sources of funding.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shelley Warm	Business/Community
Andre Daniels	Education Support Employee
Marcia Eubank	Business/Community
Stephanie Hogle	Teacher
Hillery Malcolm	Teacher
Keri Leigh Winegard	Teacher
Cory Tomlinson	Principal
David Arnold	Parent
Sandi Robinson	Parent
Amie Spooner	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC team met monthly during the previous school year for reviews of SIP goals. Each meeting addressed needs identified by the school or a SAC team member. The school improvement plan was viewed and discussed by the SAC team in detail. Each section was examined carefully, questions were addressed, and then upon group consensus, the plan was approved. The final version of the SIP was reviewed and the SAC committee voted to approve it.

b. Development of this school improvement plan

Principal
Assistant Principal

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

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

The building principal reviews the district provided available funds by center report. From that point a prepared annual budget and plan is developed based on the needs of the teachers and students, as well as any other identified areas of need. Input was provided by the faculty and staff as well as the SAC committee. Once the final version of the plan was ready, the SAC committee reviewed it and voted to approve the plan. There may be additional expenses as needed to be added to the annual budget. Donated sources may also positively impact the school's annual budget and plan. Some of the budgetary items included in the 2018-2019 budget include after-school tutoring, books and supplies for book study, researched based Ready Florida curriculum, and student enhancement activities.

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

2017-2018 Annual Expenditures of School Improvement Funds:

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
Tomlinson, Cory	Principal
Andino, Sara	Teacher, K-12
Booth, Suzanne	Assistant Principal
Blackwood, Brooke	Teacher, K-12
Surrency, Susan	Teacher, K-12
Stobbie, Kim	Teacher, K-12
Ramey, Karen	Teacher, K-12

b. Duties

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

The school Literacy Leadership Team is composed of the team leaders from each grade level. This group meets monthly to discuss literacy issues, needs, and how successful our students are with the current plan in place. They work with the Principal, Assistant Principal, and FCIMS teacher to learn new information about the literacy program used in the district, what the new Florida standards for

ELA are, how to implement them in their daily lessons, how to correlate them to the new reading series, how to ensure this program flows well from grade to grade, and how to ensure our students in grades 3-5 are prepared for the literacy component of the Florida Standards Assessment given in the spring. Issues such as creating classes that reflect the class size amendment, while grouping students by their instructional reading level, providing the amount of intervention for our struggling students, and ensuring all students are learning to read are discussed by this team. This team will continue to be trained by the Principal and Assistant Principal using the "Train the Trainer" method to go back and train their grade levels. Other times, the new information is shared with this team and then the Assistant Principal trains all of the grade level teachers. Literacy updates will also be provided by the grade level teacher leaders that will meet on a frequent basis at the district level.

School-wide diagnostic assessments were provided to all students in grades K-5 using various district literacy based programs such as I-Station, SmartyAnts, Achieve 3000, My Sidewalks, and Reading Street. The literacy based results are currently being utilized to drive teacher instruction in the classroom, determine Title I interventions services, ESE goal support, and after-school academic intervention literacy needs.

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

D. Public and Collaborative Teaching

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

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

Our teachers meet weekly as grade level teams to discuss their grade level business. This involves student needs, resources and materials, educational learning experiences and trips outside the classroom, recognition ceremonies, curriculum needs, sharing of lesson ideas, special activities across the grade level, and any other issue pertinent to the grade level team. The grade levels also have common specials times. Each teacher is provided three guaranteed specials a week with a resource teacher. This year our new media specialist is seeing every class once over a two week period. Our school enrollment prevents her from being able to scheduel all classes every week. Students are allowed to check out books on an as needed basis. At these times the subject area teachers often meet with each other to go over the day's lessons, share ideas, or just plan together. While our teachers follow a curriculum map for each subject, each one is encouraged to adapt these lessons to their own teaching style where strengths emerge and each is encouraged to share their areas of expertise.
The overall culture of the school and classroom will be positively impacted by:
Team Building
Chiles Match Mentoring Program
Grade Level Team Leaders
Monthly Grade Level Sponsored Socials
PBIS Initiatives
Targeted Guidance Lessons
Parent Involvement Activities (On school campus and off campus)
Various School/Home Communication
Collaborative Team Meetings/ vertical and horizontal planning and data chats.

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

Chiles Elementary participates in the Site-based Internship program out of the University of Florida and Pro-teach program. Some of the interns upon graduation are hired after complying with the district hiring

policy for all potential applicants. We also look to hire teachers with experience and a love of education for serving students. The interview team can consist of the principal, assistant principal, and teachers on the grade level with the vacancy. It is our goal to hire the very best teachers who will become part of a cohesive group that provides the very best educational experience for all of our students.

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

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

The district works with all beginning teachers by assigning a mentor coach to each. The mentors spend time in the classrooms and meeting with the teachers after school. They hold meetings that involve all beginning teachers in the district discussing concerns and issues. The mentors also keep the principals informed of any concerns. The principal meets monthly with any new teachers or teachers new to our school to help them with areas of concern or he uses this time to provide reflective professional development training. Our various new teacher coaches from the site based programs also provide mentoring support to new teachers to Lawton Chiles. The administrative team provides opportunities for new teachers to observe other teachers by providing a half-day substitute on an as needed basis. The team will also provide support and reflective opportunities to discuss observations and walk-throughs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our instructional programs and materials are aligned with the Florida Standards. Both the principal and assistant principal will attend monthly district meetings.

The administrative team will work with our teachers during pre-planning and throughout the year to ensure each teacher knows the standards and knows how to match them to additional resources materials he/she uses in their classroom for instruction. Professional development training is held throughout the year through book studies, professional learning communities, and additional standards training to expand our faculty's understanding of standards based instruction.

Our faculty will utilize a variety of resources and tools to ensure alignment of standards to our materials and fidelity in teaching of lessons. To achieve these tasks our staff will:

• Unwrap standards to ensure understanding of skills
• Examine and use test item specs to practice testing strategies.
• Secure additional resources to meet student needs – IXL Math, Mountain Math, Calendar Math, Ready Florida Curriculum, Handwriting Without Tears, Secret Stories, computer based literacy based programs (I-station, Achieve3000, and SmartyAnts) various resource books and additional research based programs that will assist with promoting an effective instructional program. Pre- identify students for the RTI process to assign them into small intensive intervention groups.
• A lead teacher is in place to share new information about the new science series.
• Our teachers will participate in cross grade level planning to ensure students are prepared for the

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The leadership team and faculty at Chiles analyzed and reflected on current student data. The data was used to differentiate instruction for the 2018-2019 school year. It included the following sources:
• Review of FSA – 2017-2018 school year data (faculty data chats and reflective discussions)
• Previous year discipline referrals and Behavioral data IC reports – 2017-2018 school year
• Students with 504, IEP, and EPT plans. Progress Monitoring Plans (their goals, needs, and progress).
• Previous RTI information from 2017-2018 school year/ current year early warning sign Identification.
• summer school data/students who were retained (letter sent home for current 3rd grade students)
• Lowest quartile in math/reading as identified through IC Accountability Report
• Baseline tests for reading/math – grades K-5. Quarterly AIMS assessments in Reading and Math K-5, and
Science grade 3-5.

We will continue to examine the following data throughout the school year:
• Skyward Accountability Identifiers Report and "watch list" of lowest 1/3
• Reading, Math, and Science Formative benchmark tests - AIMS
• Teacher observations/classroom walk-throughs during the instructional day

From this data, we were able to identify students for placement in instructional reading groups, begin the RTI process for selected students, and gauge areas in the instructional program that need additional resources or strategies.
Focus data driven areas include:
• Placing students in instructional groupings that best match the students' instructional level- groupings will
be fluid.
• Planning remediation for students needing additional help – tutoring before school, recess time, homework help, etc.
• Identifying our lowest quartile of students in reading and math and planning instruction to meet their immediate needs
• Examining FSA results to identify students who scored a level 1 or 2 and/or did not make a year's growth
• Teachers will examine their FSA results looking at specific skill areas where adjustments need to be made. See State, District, School Reports
• additional small group help in all grades as well as through Title 1.
• Gifted instruction is provided in math for grades 1-4 and math and science for grade 5
• High expectations for all students
• Enrichment activities for higher achieving students once core instruction is mastered.
• Sunshine Math – gifted students

• Calendar Math is used in grades K-2 and Mountain Math is used in grades 3-5.
• Alachua County Honor Chorus – music students who excel, solos in school programs, students play instruments for their classes.
• Media Specialist teaches every child how to log in to a computer using a single sign on login which enables each child to use various instructional and tutorial programs at school and at home.
• Our specials teachers encourage our students to be successful in their academic programs while teaching them how the arts enrich their educational experience.
. Title I intervention and small group instructional support. During school day and after-school program.
. Examine FSA results to identify students who scored a level 1 or 2 and/ or did not make a year of growth for after-school intervention assistance in addition to the regular school day.
. Teachers will also analyze FSA data and concentrate on specific skill areas of need requiring adjustments
in instructional practice to meet the needs of all students in their classroom. Grade level team data driven
discussions will take place on a monthly basis. Progress Monitoring to assist with identifying the academic
foot print for the student noted below:
Kindergarten: Kindergarten readiness assessment/ FLICKERS/ other baseline assessments
K - 5th: Quarterly Formative Assessments (AIMS).
Progress Monitoring Plans (PMP) are kept with homeroom teachers.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,000

After-school instructional tutoring sessions will be available at the end of the school day in the academic areas of math and reading for struggling students. The sessions will be offered two days a week for one hour a day. These students are typically identified by academic need, free/reduced lunch status, and have other early warning signs risk factors such as poor attendance, low grades, and low test scores. Research based programs such as I Station, Smarty Ants, Achieve 3000, and direct teacher supported tutoring will be provided during the after-school instructional time.

Strategy Rationale

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

Literacy Reading/ELA After-school Program:
Computer based Achieve 3000, I-Station and other literacy intervention programs will be used by students to extend their individualized instruction in reading two days a week. Small group teacher intervention groups will also be provided on a four or five days basis. Other literacy researched based programs will also be used to support our lower quartile students/ Title I students based upon teacher diagnostic.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tomlinson, Cory, tomlinsonc@gm.sbac.edu

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

Benchmark tests (teacher and district), weekly classroom quizzes, and daily teacher observations.
Attendance records for after-school will also be reviewed to ensure effectiveness of program.
Continuous review of student academic progression toward achieving learning goals.

Strategy: Extended School Day
Minutes added to school year: 600

Monthly faculty in-service Training (Data Chats, standards based teaching strategies (item specification, higher order test writing skills, vertical and horizontal grade level team discussions), Rubrics under teacher evaluation process, RTI and PMP process review and effective teaching strategy trainings).

Strategy Rationale

Provide professional development and collaboration opportunities after school monthly. Progress Monitoring: AIMS- District Quarterly Assessment, iStation Progress indicator, Walk-throughs and observations, FSA informal assessments, Weekly FCIMS meeting with grade level teams. All of the mentioned efforts will provide a supportive base for teacher collaboration.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Tomlinson, Cory, tomlinsonc@gm.sbac.edu

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

Teacher required in-service follow-up, observation and walk-throughs which support instructional implementation in the classroom.

Strategy: Summer Program
Minutes added to school year: 2,400

Parents of third grade students receive notification of the retention law in November. Students who who score a level 1 on ELAportion of the Florida State Standards Assessment are retained in grade 3. these students are invited to attend the extended school year program along with any other students who received a probable retention letter in January. Depending upon funding, some students who score a level 2 are also invited to summer reading camp. Teachers must be ranked highly effective to be employed for summer reading camp and provide instruction during the summer program.

Strategy Rationale

These students receive additional instruction in reading over a three week period. At the end of the camp, the third grade students are offered an opportunity to take the SAT 10 test and the ISIP test (a computer based test) to determine proficiency of needed skills to advance to 4th grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Booth, Suzanne, boothsl@gm.sbac.edu
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The level scores from the test are used to determine promotion or retention for the third grade students. The principal and AP will review the data gathered from the summer reading camp to determine the effectiveness of the program.

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.

• Chiles kindergarten encourages participation in kindergarten round-up program to assist with Kindergarten
transitions. This year we will include :Head Start Pre-K connection to ease kindergarten transitions.
• Kindergarten students also begin school on a staggered start - girls one day and boys the next.
• Transition meetings are held for ESE students before they leave for middle school.
• Students are provided information and paperwork to complete their scheduling choices prior to leaving
grade 5.
• Lessons on middle school expectations are also provided by staff from the various middle schools.
• Shadowing opportunities at the middle school are provided prior to students selecting a middle school to
attend.
• Schedule for 4th and 5th grade students are based upon departmentalization, which is the instructional model

Contact with Pre-K ESE feeder schools to prepare to meet student unique needs.

The principal and assistant principal will also attend community events for students entering kindergarten for the 2019-2020 school year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

• Career readiness lessons are provided to students by our guidance counselor throughout the year.
• When possible, a career fair is held with numerous community volunteers providing instruction and information.
• Volunteer speakers are invited to share their professions with our intermediate grade level students. Engineering Night is also held with volunteers from UF as well as parent volunteers. This activity combines
Math, science and technology to promote college and career awareness.
• Selected grades also participate in Junior Achievement training.(Grades 3-5 Fall) and (Grades 1-2 Spring)
• Study trips to a variety of different venues
• Various careers are discussed through language arts lessons, sharing of books, writing activities, videos
viewed, Activities in our science books are also utilized. The morning news promotes careers also. examples - Music Career Program

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

Not applicable to elementary students.

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

• University of Florida Medical and Engineering students volunteering in classrooms.
• Gifted math classes for grades 1-4 gifted students and math/science classes for grades 3rd, 4th and 5th
gifted students.
• STEAM – Science, Technology, Engineering, Arts, and Math directed activities
Addition of Robotics program in 5th grade to increase hands on science and math experiences.
• Career education based speakers and classroom volunteers (UF Engineering student volunteers in classrooms for support).
• After school Math Team – competitions within and outside of the district

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Not applicable to elementary students.

II. Needs Assessment

The school's completion of this 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"Â? 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.   68% of students in grade 3 will achieve at a Level 3 in ELA as measured by 2018 - 2019 FSA.

G2.   The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior.

G3.   Increase the percentage of students in grade 5 achieving proficiency in science as measured by the 2018-2019 SSA.

G4.   Increase the percentage of students in the lowest 25% who make learning goals as measured by the ELA portion of the 2018-2019 FSA.

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. 68% of students in grade 3 will achieve at a Level 3 in ELA as measured by 2018 - 2019 FSA. 1a

🔑 G100695

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Turancy and frequent absences, tardies, checkouts of students in the lowest quartile.

- Range of instructional levels within the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance office communicating and assisting families.

- Professional Learning Community with Third Grade Teachers

Plan to Monitor Progress Toward G1. 8

ELA AIMS reports to monitor test scores

Person Responsible
Suzanne Booth

Schedule
Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion
Test scores

Alachua - 0510 - Lawton M. Chiles Elem. School - 2018-19 SIP

Lawton M. Chiles Elementary School

G2. The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior. 1a

🔑 G100696

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent outreach truancy prevention guides to keeping students in school. Utilizing various programs such as Safer, Smarter Kids, Stanford Harmony, Guidance researched based classroom resources, "Mentoring with Meaning" program, and Deliberate Optimism book study.

Plan to Monitor Progress Toward G2. 8

Implementation of Social and Emotional Supportive Programs

Person Responsible

Tracy Leibach

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

G3. Increase the percentage of students in grade 5 achieving proficiency in science as measured by the 2018-2019 SSA. `1a`

🔍 G100697

Targets Supported `1b`

Indicator	Annual Target
FSAA Science Level 3	

Targeted Barriers to Achieving the Goal `3`

- Retention of science benchmarks that are tested in 5th grade though taught 3rd - 5th grade.

- Students reading achievement levels is a barrier to student's success on the SSA Science Assessment.

- New Science computer based standards that are new for the 2017-2018 school.

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

- Incorporate science spiral reviews into science instructional time to review concepts covered in grades 3 - 5.
-

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Suzanne Booth

Schedule
Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion
Review of student performance on standards based assignments/assessments, Use of AIMS science data.

G4. Increase the percentage of students in the lowest 25% who make learning goals as measured by the ELA portion of the 2018-2019 FSA. `1a`

🔍 G100698

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in place for administration quarterly 3 times a year. These tests are considered to be good indicators of FSA performance; however, reliability and validity factors may negatively correlate to actual state FSA.

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

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

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

- Reading resource textbooks, outside resources secured by the school, district, teacher, professional development training workshops.

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible
Cory Tomlinson

Schedule
Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion
ACIIS documentation through Snapshots, student test scores found in School Spire from AIMS nine week assessment

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible
Suzanne Booth

Schedule
Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion
ACIIS documentation through Snapshots found in ACIIS, student test scores found in School Spire and Skyward student data reports.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

G1. 68% of students in grade 3 will achieve at a Level 3 in ELA as measured by 2018 - 2019 FSA. `1`
🔑 G100695

G1.B1 Turancy and frequent absences, tardies, checkouts of students in the lowest quartile. `2`
🔑 B271650

G1.B1.S1 Schedule EPT meetings with appropriate personnel to address absences and tardies `4`
🔑 S287563

Strategy Rationale

Data has shown that students consistently in class and on time have the ability to achieve higher

Action Step 1 `5`

The administration and guidance department will monitor absentee data along with truancy officer.

Person Responsible

Tracy Leibach

Schedule

Monthly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Daily attendance reports

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

As needed meetings with administration and truancy officer

Person Responsible

Tracy Leibach

Schedule

Monthly, from 8/14/2018 to 5/31/2019

Evidence of Completion

attendance reports

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

Administration will schedule meetings with appropriate personnel

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/14/2018 to 5/31/2019

Evidence of Completion

attendance data

G1.B2 Range of instructional levels within the classroom 2

🔍 B271651

G1.B2.S1 Third grade teachers will participate in a PLC that focuses on student data analysis and differentiation to meet the needs of students. 4

🔍 S287564

Strategy Rationale

The PLC will provide teacher collaboration and best practice strategies to better meet the needs of the students.

Action Step 1 5

Teachers will be offered a PLC to learn new teaching strategies in the classroom.

Person Responsible

Sara Andino

Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Teachers will use resources from the PLC to help their students meet with success.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will be required to complete reflections after each monthly meeting after incorporating one of the strategies in their classroom to reflect on its effectiveness.

Person Responsible

Sara Andino

Schedule

Monthly, from 9/17/2018 to 3/27/2019

Evidence of Completion

The evidence that will be collected is the ELA AIMS test completed each nine weeks.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

There will be monthly meetings for the teachers to discuss and practice the strategies. Administration will complete walk throughs as well to monitor the use of the strategies.

Person Responsible

Sara Andino

Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

The evidence that will be collected is the ELA AIMS test completed each nine weeks.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

There will be monthly meetings for the teachers to discuss and practice the strategies. Administration will complete walk throughs as well to monitor the use of the strategies.

Person Responsible

Sara Andino

Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Snapshots in ACIIS, sign in sheets, activities shared with teachers

G2. The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior. 1

🔑 G100696

G2.B1 Many of our bus riders do not have an alternative mode of transportation to get to school if they miss the bus. An additional barrier is the lack of a public transportation stop in front of Lawton Chiles. Supportive based socio-emotional programs that will impact the diverse needs of our students. 2

🔑 B271652

G2.B1.S1 School attendance monitoring and enforcement procedure trainings for faculty and staff to support identified students with an attendance rate of less than 90% and a decrease in discipline referrals by 10%. 4

🔑 S287565

Strategy Rationale

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

Action Step 1 5

Progress monitoring of attendance and discipline data by leadership team

Person Responsible

Deidre Warner

Schedule

Monthly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Skyward attendance reports and IC behavioral data reports

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

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

Person Responsible

Deidre Warner

Schedule

Biweekly, from 9/4/2018 to 5/31/2019

Evidence of Completion

Parent contact logs and documented reduction in absences and behavioral referrals

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

Social Emotional PD from various researched based programs

Person Responsible

Deidre Warner

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Actual support and documentation of implementation

G2.B1.S2 School-wide K-5 Sanford Harmony Social Emotional Program materials are available to all teachers to use in their classes. `4`

`🔑 S287566`

Strategy Rationale

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

Action Step 1 `5`

book study Deliberate Optimism

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 9/5/2018 to 5/31/2019

Evidence of Completion

Teacher attendance with PD and observed implementation of strategies

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

book study Deliberate Optimism

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 9/5/2018 to 5/31/2019

Evidence of Completion

Teacher attendance with PD and observed implementation

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

Faculty meetings on a monthly basis to discuss implementation of strategies

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 9/5/2018 to 5/31/2019

Evidence of Completion

behavior referrals and teacher conference logs to show parent increase in participation.

G2.B1.S3 Trauma Sensitive Team, structured guidance classroom lessons, and mentoring opportunities for our students. Those who have two or more early warning indicators will receive needed services. 4

🔑 S287567

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Tracy Leibach

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor Attendance and Behavioral referrals

Person Responsible

Deidre Warner

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Skyward Reports with student data of comparison for 2017-2018 and 2018-2019 school year

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monitor Attendance and Behavior Referrals

Person Responsible

Deidre Warner

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Skyward Reports with student data of comparison for 2016-2017 and 2017-2018 school year

G3. Increase the percentage of students in grade 5 achieving proficiency in science as measured by the 2018-2019 SSA. `1`

🔑 G100697

G3.B1 Retention of science benchmarks that are tested in 5th grade though taught 3rd - 5th grade. `2`

🔑 B271653

G3.B1.S1 Encourage interdisciplinary lessons such as AIMS to integrate math and science daily in the classroom `4`

🔑 S287568

Strategy Rationale

Positive impact on math and science curriculum connections to deeper understanding.

Action Step 1 `5`

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

Person Responsible

Cory Tomlinson

Schedule

On 5/31/2019

Evidence of Completion

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

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

Lesson plan implementation and classroom observations

Person Responsible

Cory Tomlinson

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monitor Science formative data

Person Responsible

Suzanne Booth

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

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

Alachua - 0510 - Lawton M. Chiles Elem. School - 2018-19 SIP

Lawton M. Chiles Elementary School

G3.B2 Students reading achievement levels is a barrier to student's success on the SSA Science Assessment. 2

🔑 B271654

G3.B2.S1 Teachers will monitor and analyze formative science data to ensure the correct responses to corrective data driven science instruction. 4

🔑 S287569

Strategy Rationale

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

Action Step 1 5

Teachers and administration will analyze formative science data

Person Responsible

Suzanne Booth

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Collection of quarterly formative Science data (AIMS)

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

Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by science text.

Person Responsible

Suzanne Booth

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student test data

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

Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by science text.

Person Responsible

Suzanne Booth

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student test data

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

Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by science text.

Person Responsible

Suzanne Booth

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student test data

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

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

Person Responsible

Suzanne Booth

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

G3.B3 New Science computer based standards that are new for the 2017-2018 school. 2

🔑 B271655

G3.B3.S1 5th grade team unpacks the standards and discusses key points with other grade levels. 4

🔑 S287570

Strategy Rationale

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

Action Step 1 5

Monthly team meetings to unpack science standards.

Person Responsible

Brooke Blackwood

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Teachers will drill down in the standards to identify the skills students need for success and create lessons to teach those standards effectively.

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

After monthly meetings grade levels will meet with administration to discuss possible resources needed to accomplish the goal

Person Responsible

Cory Tomlinson

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

AIMS data

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

Administration will conduct snapshots and formal observations

Person Responsible

Cory Tomlinson

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Snapshots and formal observations will be recorded in the ACIIS district system.

G4. Increase the percentage of students in the lowest 25% who make learning goals as measured by the ELA portion of the 2018-2019 FSA. 1

🔑 G100698

G4.B1 Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in place for administration quarterly 3 times a year. These tests are considered to be good indicators of FSA performance; however, reliability and validity factors may negatively correlate to actual state FSA. 2

🔑 B271656

G4.B1.S1 Administrative team will provide additional training on standards as the district provides new information or resources. The team will also look for commercially prepared resources and seek funds to purchase selected sets. 4

🔑 S287571

Strategy Rationale

Providing new resources and training will equip the teachers with additional tools to teach the standards to their students and allow the students more opportunities to engage in activities that are based on these standards.

Action Step 1 5

Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.

Person Responsible

Cory Tomlinson

Schedule

Quarterly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Teacher attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Walkthroughs & Class Observations

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Documentation on ACIIS for Professional Development. Evidence on evaluations with impact supported by walk-throughs and classroom observations.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Observation of standards based teaching, student assessment data

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

G4.B1.S2 Administrative team will provide resources and interactive faculty meetings that will be professional development based. The district will provide cohort groups with Assistant Principal and lead teachers. Other professional development opportunities through the district will be provided for teachers to utilize and promote growth. 4

🔍 S287572

Strategy Rationale

The more resources and training opportunities a teacher has access to, the better qualified and equipped he/she is to effectively teach the new standards to his/her students. Internal supportive PD accomplish a direct purpose of meeting your individual school needs.

Action Step 1 5

Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise. District based and presented PD in the academic areas of ELA, Math, and Science.

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Documentation of professional development through ACIIS, documentation of meetings with staff sign in sheets, and documentation mentor/ faculty in-service meetings teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Principal will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions? Intensive intervention curriculum resources along with human resource support for our lower quartile performing students from Title I will be utilized both during and after-school. Monitoring of fidelity will be provided by tracking the progression of those students on a constant basis.

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency or growth expectations for our targeted profiency group in ELA and Math. This would also apply to our targeted lower performing students as well. Progress monitoring plans will be in place for those in danger of retention.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Administrative team will conduct periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being utilized effectively in the classrooms and if the information has been beneficial to the students. Team leaders will be essential in the facilitation of curriculum updates and changes. Monitoring areas of concentration will include: increasing student skills, validity and reliability of formative assessment scores and the actual correlation to FSA results, increasing student understanding of content that is representative of the mastery of the standards.

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

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

Person Responsible

Suzanne Booth

Schedule

Monthly, from 9/10/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Administrative Walk throughs will be conducted on a regular and rotational basis in the classroom. The adopted district rubrics will be the guided tool to promote reflective discussions with teachers.

Person Responsible

Cory Tomlinson

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Snapshot classroom walk-through data will be collected in the district ACIIS system. Observed teacher effectiveness utilizing the rubric system should support strategy.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

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

Person Responsible

Suzanne Booth

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

G4.B2 Time constraints for professional development training workshops including time to conduct meaningful book studies and professional development training. Faculty training time with teacher leaders to support professional development effectiveness. [2]

🔑 B271657

G4.B2.S1 Administrative staff will use early release Wednesdays for professional development. Providing a structured schedule for the teachers in advance and uninterrupted PD sessions. [4]

🔑 S287573

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

Action Step 2 [5]

After-school Tutoring provided by certified teachers in Reading and Math.

Person Responsible

Sara Andino

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

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

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Frequent classroom walk-through snapshots to promote reflective teacher discussions

Person Responsible

Suzanne Booth

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Documentation on ACIIS and district data collected feedback.Reflective discussions and follow-up with teachers.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Formal Classroom Observations

Person Responsible

Cory Tomlinson

Schedule

Weekly, from 9/3/2018 to 5/27/2019

Evidence of Completion

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

G4.B3 High cost factor of the grade level intervention kits to meet the needs of our lowest perfoming students is expensive and covers only one grade level per kit. 2

🔍 B271658

G4.B3.S1 Implementing need based professional development at monthly faculty meetings. ex. District required such as I Station 4

🔍 S287574

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Faculty meeting discussions on progress of lowest performing 25%

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 10/8/2018 to 5/13/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

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

Person Responsible

Suzanne Booth

Schedule

Monthly, from 9/10/2018 to 5/6/2019

Evidence of Completion

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

V. Professional Development Opportunities

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

G1. 68% of students in grade 3 will achieve at a Level 3 in ELA as measured by 2018 - 2019 FSA.

G1.B2 Range of instructional levels within the classroom

G1.B2.S1 Third grade teachers will participate in a PLC that focuses on student data analysis and differentiation to meet the needs of students.

PD Opportunity 1

Teachers will be offered a PLC to learn new teaching strategies in the classroom.

Facilitator

Cory Tomlinson

Participants

teachers

Schedule

Monthly, from 11/5/2018 to 5/31/2019

G2. The staff and faculty will participate and impact the school culture by creating a climate that will focus on the social and emotional needs of the whole child so that they will be free of distractions that present negative effects on learning, attendance, and behavior.

G2.B1 Many of our bus riders do not have an alternative mode of transportation to get to school if they miss the bus. An additional barrier is the lack of a public transportation stop in front of Lawton Chiles. Supportive based socio-emotional programs that will impact the diverse needs of our students.

G2.B1.S2 School-wide K-5 Sanford Harmony Social Emotional Program materials are available to all teachers to use in their classes.

PD Opportunity 1

book study Deliberate Optimism

Facilitator

Cory Tomlinson

Participants

Teachers

Schedule

Monthly, from 9/5/2018 to 5/31/2019

G4. Increase the percentage of students in the lowest 25% who make learning goals as measured by the ELA portion of the 2018-2019 FSA.

G4.B1 Textbooks may not address all standards and additional resources must be secured by teachers, school administrative staff, or district office to meet the needs of our lowest performers. There is a limited amount of resources and we do not have funds to purchase a sufficient number for all students that could possibly benefit from use. AIMS district quarterly assessments are in place for administration quarterly 3 times a year. These tests are considered to be good indicators of FSA performance; however, reliability and validity factors may negatively correlate to actual state FSA.

G4.B1.S1 Administrative team will provide additional training on standards as the district provides new information or resources. The team will also look for commercially prepared resources and seek funds to purchase selected sets.

PD Opportunity 1

Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.

Facilitator

Principal, Assistant Principal

Participants

Teachers

Schedule

Quarterly, from 8/20/2018 to 5/31/2019

G4.B1.S2 Administrative team will provide resources and interactive faculty meetings that will be professional development based. The district will provide cohort groups with Assistant Principal and lead teachers. Other professional development opportunities through the district will be provided for teachers to utilize and promote growth.

PD Opportunity 1

Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise. District based and presented PD in the academic areas of ELA, Math, and Science.

Facilitator

Cory Tomlinson/ Suzanne Booth/ Sarah Andino

Participants

Teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G4.B2 Time constraints for professional development training workshops including time to conduct meaningful book studies and professional development training. Faculty training time with teacher leaders to support professional development effectiveness.

G4.B2.S1 Administrative staff will use early release Wednesdays for professional development. Providing a structured schedule for the teachers in advance and uninterrupted PD sessions.

PD Opportunity 1

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

Facilitator

Suzanne Booth

Participants

District representatives and Teachers

Schedule

Monthly, from 8/20/2018 to 5/31/2019

G4.B3 High cost factor of the grade level intervention kits to meet the needs of our lowest perfoming students is expensive and covers only one grade level per kit.

G4.B3.S1 Implementing need based professional development at monthly faculty meetings. ex. District required such as I Station

PD Opportunity 1

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

Facilitator

Sarah Andino

Participants

Teachers and Administration

Schedule

Monthly, from 8/27/2018 to 5/31/2019

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	The administration and guidance department will monitor absentee data along with truancy officer.				$0.00
2	G1.B2.S1.A1	Teachers will be offered a PLC to learn new teaching strategies in the classroom.				$0.00
3	G2.B1.S1.A1	Progress monitoring of attendance and discipline data by leadership team				$0.00
4	G2.B1.S2.A1	book study Deliberate Optimism				$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		239-Other	0510 - Lawton M. Chiles Elem. School	Other		$1,800.00
5	G2.B1.S3.A1	Implementation of Trauma Sensitive Guide and Social emotional programs provided by guidance				$0.00
6	G3.B1.S1.A1	Provide AIMS and inquiry directed resource materials to assist teachers in integrating math and science in daily instructional lessons				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		$0.00
			Notes: AIMS Resource Materials			
7	G3.B2.S1.A1	Teachers and administration will analyze formative science data				$0.00
8	G3.B3.S1.A1	Monthly team meetings to unpack science standards.				$0.00
9	G4.B1.S1.A1	Florida Standards Assessment Training in preparation for the district based formative AIMS assessment.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0510 - Lawton M. Chiles Elem. School			$0.00
			0510 - Lawton M. Chiles Elem. School	General Fund		$0.00
			Notes: Costs of copying activity sheets			
10	G4.B1.S2.A1	Principal and Assistant Principal will provide resources for teachers, share professional development opportunities with teachers. The PD trainings will be themed based upon identified need areas. Our identified areas of concentration will be data chat analysis, FSA items of specification, RTI, brain studies, Tough Kids Toolbox, Sensitivity and Trauma, Technology, and graphic organizers and curriculum maps. Additional training opportunities will be provided as they arise. District based and presented PD in the academic areas of ELA, Math, and Science.				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		$0.00
			Notes: Teacher Stipends if applicable. (After hour training, etc.)			
11	G4.B2.S1.A1	Professional development workshops will be provided on selected early release Wednesdays. Focus areas will include: Peer and quality IEP trainings, ESE inclusion, Safety and Emergency Prep, Behavioral modification, RTI, Socio-Emotional (Stanford Harmony), Data analysis and response, Evaluator rubrics, and Professional ethics.				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0510 - Lawton M. Chiles Elem. School	General Fund		$0.00
			Notes: Professional Development on early release days. District and internal training will be provided to staff without an identified cost with the exception of copies for hand-outs of PD.			
12	G4.B2.S1.A2	After-school Tutoring provided by certified teachers in Reading and Math.				**$19,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0510 - Lawton M. Chiles Elem. School	School Improvement Funds		$19,000.00
			Notes: After School Tutoring			
13	G4.B3.S1.A1	Themed based FSA "Best Classroom Instructional Practices" grade level presentations.				**$0.00**
					Total:	**$20,800.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B2.S1.MA1 M426329	Teachers will be required to complete reflections after each monthly meeting after incorporating...	Andino, Sara	9/17/2018	The evidence that will be collected is the ELA AIMS test completed each nine weeks.	3/27/2019 monthly
G4.B3.S1.MA1 M426357	Administration will organize and follow up on the active participation and feedback from teachers.	Booth, Suzanne	9/10/2018	Student data results from state driven assessments in all core academic areas.	5/6/2019 monthly
G4.B3.S1.MA1 M426358	Faculty meeting discussions on progress of lowest performing 25%	Tomlinson, Cory	10/8/2018	Teacher sign -in for faculty meeting attendance and 100% faculty participation	5/13/2019 monthly
G4.B2.S1.MA3 M426355	Formal Classroom Observations	Tomlinson, Cory	9/3/2018	Evidence of formal observations will be documented through district system (ACIIS)	5/27/2019 weekly
G1.MA1 M426330	ELA AIMS reports to monitor test scores	Booth, Suzanne	10/1/2018	Test scores	5/31/2019 quarterly
G2.MA1 M426337	Implementation of Social and Emotional Supportive Programs	Leibach, Tracy	8/20/2018	Confirmation of implementation through observations and positive student responses(impact)	5/31/2019 weekly
G3.MA1 M426346	Data will be collected from teacher based assessments and district formative assessments.	Booth, Suzanne	9/3/2018	Review of student performance on standards based assignments/ assessments, Use of AIMS science data.	5/31/2019 quarterly
G4.MA1 M426359	Observations through Snapshots, analysis of formative student assessment scores (AIMS),...	Tomlinson, Cory	8/20/2018	ACIIS documentation through Snapshots, student test scores found in School Spire from AIMS nine week assessment	5/31/2019 monthly
G4.MA2 M426360	Observations through Snapshots, student assessment scores found in School Spire and other district...	Booth, Suzanne	8/13/2018	ACIIS documentation through Snapshots found in ACIIS, student test scores found in School Spire and Skyward student data reports.	5/31/2019 monthly
G1.B1.S1.MA1 M426325	Administration will schedule meetings with appropriate personnel	Tomlinson, Cory	8/14/2018	attendance data	5/31/2019 monthly
G1.B1.S1.MA1 M426326	As needed meetings with administration and truancy officer	Leibach, Tracy	8/14/2018	attendance reports	5/31/2019 monthly
G1.B1.S1.A1 A390085	The administration and guidance department will monitor absentee data along with truancy officer.	Leibach, Tracy	8/14/2018	Daily attendance reports	5/31/2019 monthly
G1.B2.S1.MA1 M426327	There will be monthly meetings for the teachers to discuss and practice the strategies....	Andino, Sara	11/5/2018	The evidence that will be collected is the ELA AIMS test completed each nine weeks.	5/31/2019 monthly
G1.B2.S1.MA1 M426328	There will be monthly meetings for the teachers to discuss and practice the strategies....	Andino, Sara	11/5/2018	Snapshots in ACIIS, sign in sheets, activities shared with teachers	5/31/2019 monthly
G1.B2.S1.A1 A390086	Teachers will be offered a PLC to learn new teaching strategies in the classroom.	Andino, Sara	11/5/2018	Teachers will use resources from the PLC to help their students meet with success.	5/31/2019 monthly
G2.B1.S1.MA1 M426331	Social Emotional PD from various researched based programs	Warner, Deidre	8/20/2018	Actual support and documentation of implementation	5/31/2019 monthly
G2.B1.S1.MA1 M426332	The BRT will actively monitor and respond to the data presented on Skyward attendance and...	Warner, Deidre	9/4/2018	Parent contact logs and documented reduction in absences and behavioral referrals	5/31/2019 biweekly
G2.B1.S1.A1 A390087	Progress monitoring of attendance and discipline data by leadership team	Warner, Deidre	8/14/2018	Skyward attendance reports and IC behavioral data reports	5/31/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M426338	Monitor Science formative data	Booth, Suzanne	10/1/2018	Comparison of formative Science assessment results with summative Science assessment results for reliabilty and validity support.	5/31/2019 quarterly
G3.B1.S1.MA1 M426339	Lesson plan implementation and classroom observations	Tomlinson, Cory	9/3/2018	Positive impact on formative science assessments including teacher created inquiry based assessment tasks	5/31/2019 quarterly
G3.B1.S1.A1 A390090	Provide AIMS and inquiry directed resource materials to assist teachers in integrating math and...	Tomlinson, Cory	9/17/2018	Teachers will produce lesson plans and instructional classroom observations that support the use of AIMS and inquiry based resources.	5/31/2019 one-time
G3.B2.S1.MA1 M426340	Utilize the SRE format in teacher created assessment questions in science which will create open...	Booth, Suzanne	8/20/2018	Teachers will submit and be observed utilizing the SRE format of Science based questions on a gradual release basis. Examples include: The statement I chose.... The reason why... This option is correct because.....	5/31/2019 monthly
G3.B2.S1.MA1 M426341	Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by...	Booth, Suzanne	8/13/2018	Student test data	5/31/2019 quarterly
G3.B2.S1.MA1 M426342	Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by...	Booth, Suzanne	8/13/2018	Student test data	5/31/2019 quarterly
G3.B2.S1.MA1 M426343	Teachers will compare science AIMS data from quarter to quarter as well as unit tests provided by...	Booth, Suzanne	8/13/2018	Student test data	5/31/2019 quarterly
G3.B2.S1.A1 A390091	Teachers and administration will analyze formative science data	Booth, Suzanne	9/3/2018	Collection of quarterly formative Science data (AIMS)	5/31/2019 quarterly
G3.B3.S1.MA1 M426344	Administration will conduct snapshots and formal observations	Tomlinson, Cory	10/1/2018	Snapshots and formal observations will be recorded in the ACIIS district system.	5/31/2019 quarterly
G3.B3.S1.MA1 M426345	After monthly meetings grade levels will meet with administration to discuss possible resources...	Tomlinson, Cory	9/3/2018	AIMS data	5/31/2019 quarterly
G3.B3.S1.A1 A390092	Monthly team meetings to unpack science standards.	Blackwood, Brooke	9/3/2018	Teachers will drill down in the standards to identify the skills students need for success and create lessons to teach those standards effectively.	5/31/2019 monthly
G4.B1.S1.MA1 M426347	Observation of standards based teaching, student assessment data	Tomlinson, Cory	8/20/2018	ACIIS documentation through Snapshots, Formative assessment results from AIMS and teacher produced assessments.	5/31/2019 monthly
G4.B1.S1.MA1 M426348	Walkthroughs & Class Observations	Tomlinson, Cory	8/20/2018	Documentation on ACIIS for Professional Development. Evidence on evaluations with impact supported by walk-throughs and classroom observations.	5/31/2019 monthly
G4.B1.S1.A1 A390093	Florida Standards Assessment Training in preparation for the district based formative AIMS...	Tomlinson, Cory	8/20/2018	Teacher attendance sheets to support active engagement with quarterly training, teacher prepared products, requested adjustments to meet changes or diverse learning needs.	5/31/2019 quarterly
G4.B2.S1.MA1 M426354	Frequent classroom walk-through snapshots to promote reflective teacher discussions	Booth, Suzanne	8/20/2018	Documentation on ACIIS and district data collected feedback.Reflective discussions and follow-up with teachers.	5/31/2019 weekly
G4.B2.S1.MA1 M426356	Documentation of Reflective In-service Training (District and School based)	Tomlinson, Cory	8/20/2018	Sign in sheets, teacher follow-up documentation, ACIIS transcript documentation	5/31/2019 monthly
G4.B2.S1.A1 A390095	Professional development workshops will be provided on selected early release Wednesdays. Focus...	Tomlinson, Cory	8/20/2018	Sign in sheets, teacher follow-up documentation, ACIIS Inservice Transcript through CREATE.	5/31/2019 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A2 A390096	After-school Tutoring provided by certified teachers in Reading and Math.	Andino, Sara	8/20/2018	Student After-school attendance sheets and Professional development after-school trainings for Teachers Impact of After-school will be noted in positive academic growth with students served.	5/31/2019 monthly
G4.B3.S1.A1 A390097	Themed based FSA "Best Classroom Instructional Practices" grade level presentations.	Tomlinson, Cory	8/27/2018	Monthly Faculty sign- in sheets, CREATE PD verification in ACIIS. Continuous review and reporting of postive impact on progression toward student achieving goal expectations.	5/31/2019 monthly
G2.B1.S2.MA1 M426333	Faculty meetings on a monthly basis to discuss implementation of strategies	Tomlinson, Cory	9/5/2018	behavior referrals and teacher conference logs to show parent increase in participation.	5/31/2019 monthly
G2.B1.S2.MA1 M426334	book study Deliberate Optimism	Tomlinson, Cory	9/5/2018	Teacher attendance with PD and observed implementation	5/31/2019 monthly
G2.B1.S2.A1 A390088	book study Deliberate Optimism	Tomlinson, Cory	9/5/2018	Teacher attendance with PD and observed implementation of strategies	5/31/2019 monthly
G4.B1.S2.MA1 M426349	Administrative Walk throughs will be conducted on a regular and rotational basis in the classroom....	Tomlinson, Cory	8/13/2018	Snapshot classroom walk-through data will be collected in the district ACIIS system. Observed teacher effectiveness utilizing the rubric system should support strategy.	5/31/2019 weekly
G4.B1.S2.MA4 M426350	Classroom walk-throughs utilizing district rubrics system reflecting effectiveness of observed...	Booth, Suzanne	8/20/2018	Data collected in the ACIIS system of weekly walk-throughs and graph represented by the district.	5/31/2019 weekly
G4.B1.S2.MA1 M426351	Principal will do periodic checks to see if resource materials, information from cohort groups, and...	Tomlinson, Cory	8/13/2018	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency or growth expectations for our targeted profiency group in ELA and Math. This would also apply to our targeted lower performing students as well. Progress monitoring plans will be in place for those in danger of retention.	5/31/2019 monthly
G4.B1.S2.MA2 M426352	Administrative team will conduct periodic checks to see if resource materials, information from...	Tomlinson, Cory	8/13/2018	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.	5/31/2019 monthly
G4.B1.S2.MA5 M426353	FCIMS meeting on a montly basis with administration to ensure the ELA growth for our lower quartile...	Booth, Suzanne	9/10/2018	The FCIMS teacher, Mrs. Andino will produce data from the various support resources utilized for Title I students that are also the composition of our lower performing quartile students.	5/31/2019 monthly
G4.B1.S2.A1 A390094	Principal and Assistant Principal will provide resources for teachers, share professional...	Tomlinson, Cory	8/13/2018	Documentation of professional development through ACIIS, documentation of meetings with staff sign in sheets, and documentation mentor/ faculty in-service meetings teachers.	5/31/2019 monthly
G2.B1.S3.MA1 M426335	Monitor Attendance and Behavior Referrals	Warner, Deidre	8/27/2018	Skyward Reports with student data of comparison for 2016-2017 and 2017-2018 school year	5/31/2019 monthly

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G2.B1.S3.MA1 🔑 M426336	Monitor Attendance and Behavioral referrals	Warner, Deidre	8/20/2018	Skyward Reports with student data of comparison for 2017-2018 and 2018-2019 school year	5/31/2019 weekly
G2.B1.S3.A1 🔑 A390089	Implementation of Trauma Sensitive Guide and Social emotional programs provided by guidance	Leibach, Tracy	8/20/2018	Reduction in student absences/tardies and behavioral referrals after full implementation	5/31/2019 weekly