

Alachua County Public Schools

Lawton M. Chiles Elementary School



2019-20 Schoolwide Improvement Plan

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Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

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

Demographics

Principal: Cory Tomlinson

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (59%) 2016-17: A (68%) 2015-16: A (63%) 2014-15: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to the success of every student:

- * 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.
- * Individuality is valued.
- * Lawton Chiles recognizes diversity in both students and staff.
- * 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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tomlinson, Cory	Principal	The principal oversees all employees in the building and supervision of students.
Booth, Suzanne	Assistant Principal	The assistant principal supports the principal and oversees all staff and students in the building.
Andino, Sara	Other	FCIMS Facilitator and Title 1 Teacher
Warner, Deidre	Dean	Behavior Management

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	130	131	126	137	141	142	0	0	0	0	0	0	0	807
Attendance below 90 percent	4	12	9	14	12	9	0	0	0	0	0	0	0	60
One or more suspensions	0	4	1	3	1	7	0	0	0	0	0	0	0	16
Course failure in ELA or Math	4	6	3	13	7	12	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	4	16	27	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	2	7	6	13	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Sunday 9/1/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

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

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	70%	59%	57%	71%	59%	55%
ELA Learning Gains	66%	57%	58%	65%	61%	57%
ELA Lowest 25th Percentile	44%	49%	53%	48%	48%	52%
Math Achievement	73%	60%	63%	76%	63%	61%
Math Learning Gains	74%	61%	62%	79%	65%	61%
Math Lowest 25th Percentile	59%	49%	51%	65%	50%	51%
Science Achievement	67%	57%	53%	72%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	130 (0)	131 (0)	126 (0)	137 (0)	141 (0)	142 (0)	807 (0)
Attendance below 90 percent	4 ()	12 ()	9 ()	14 ()	12 ()	9 ()	60 (0)
One or more suspensions	0 ()	4 (0)	1 (0)	3 (0)	1 (0)	7 (0)	16 (0)
Course failure in ELA or Math	4 ()	6 (0)	3 (0)	13 (0)	7 (0)	12 (0)	45 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	16 (0)	27 (0)	47 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	57%	12%	58%	11%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	67%	55%	12%	58%	9%
	2018	66%	54%	12%	56%	10%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	70%	55%	15%	56%	14%
	2018	72%	55%	17%	55%	17%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	58%	11%	62%	7%
	2018	62%	60%	2%	62%	0%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	75%	60%	15%	64%	11%
	2018	74%	60%	14%	62%	12%
Same Grade Comparison		1%				
Cohort Comparison		13%				
05	2019	71%	57%	14%	60%	11%
	2018	80%	61%	19%	61%	19%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	55%	11%	53%	13%
	2018	73%	55%	18%	55%	18%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	34	36	41	80	81	30				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	73			70							
ASN	100	92		100	85						
BLK	28	44	43	32	61	60	29				
HSP	69	75		74	79						
MUL	59	38		63	63		20				
WHT	88	75	43	90	80	50	86				
FRL	30	48	44	37	60	59	26				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	37	33	20	42	29					
ASN	100	93		100	93		92				
BLK	24	38	33	31	48	43	33				
HSP	61	50		71	71						
MUL	61	36		76	59		73				
WHT	85	66	40	86	68	50	90				
FRL	35	43	32	40	52	46	44				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	44	56	40	48	50						
ASN	92	79		96	100						
BLK	37	54	47	38	70	66	38				
HSP	60	52	50	63	62		79				
MUL	68	58		75	89						
WHT	86	70	40	92	82	62	79				
FRL	40	50	45	45	68	67	57				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA Lowest Quartile gains. The contributing factors is attendance, tardies, checkouts, and missed class time due to in school and/ or out of school suspensions.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that showed the greatest decline is science achievement. The factor that contributed to this decline a new textbook in place that teachers were learning, the loss of a math/science teacher in November, which increased class sizes, absences, tardies, checkouts, and missed class time due to in school and/ or out of school suspensions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap was ELA lowest quartile. The contributing factors is attendance, tardies, checkouts, and missed class time due to in school and/ or out of school suspensions.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is math lowest quartile gains increased from 44% to 59%. Teachers used Ready FL Math curriculum. Students actively used IXL math and Istation math for remediation based on classroom assessments and district AIMS test data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two areas of concern is attendance and failure of students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Decrease the achievement gap of 60%.
2. Increase gains of students in math
3. Increase gains of students in ELA
4. Decrease suspensions of African-American students.
5. Decrease student tardies.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Lowest quartile in ELA for grades 3-5

Rationale The rationale is to ensure that students are working and successful with on grade level materials and instruction. We want students to be able to transfer their knowledge into real world experiences.

State the measurable outcome the school plans to achieve

Increase the gains of the lowest quartile in ELA from 44% to 47%.

Person responsible for monitoring outcome

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Strategy

The rationale is to ensure that students are working and successful with on grade level materials and instruction. We want students to be able to transfer their knowledge into real world experiences.

Rationale for Evidence-based Strategy

The identified strategies are research based and considered best practices in education. Selected faculty attended James Patterson Literacy Challenge Training offered by the University of Florida Literacy Institute that covered best practices to use in the class that are research based and will have the greatest impact on student achievement.

Action Step

Description

1. EDI tutoring for grades 3 - 5 offered by Title 1
2. Professional Development on Differentiated Instruction and Small Group Instruction
3. Purchase Leveled libraries for small group instruction grades K-5
4. Title 1 Intervention for grades K - 4
- 5.

Person Responsible

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#2	
Title	Lowest quartile in Math for grades 3-5
Rationale	The rationale is to ensure that students are working and successful with on grade level materials and instruction. We want students to be able to transfer their knowledge into real world experiences.
State the measurable outcome the school plans to achieve	increase the gains of the lowest quartile in Math from 59% to 62%.
Person responsible for monitoring outcome	Cory Tomlinson (tomlinsonc@gm.sbac.edu)
Evidence-based Strategy	Small group instruction at the students instructional level to remediate areas of weakness during school and offered in after school tutoring. Teachers use Big Ideas in Math to teach state standards in whole group instruction. Istation is used in grades K - 5 as a progress monitoring tool and use Istation and IXL to provide Tier 2 intervention. Title 1 small group instruction is offered to grade 5 lowest quartile students using IStation and Ready FL.
Rationale for Evidence-based Strategy	The identified strategies are research based and considered best practices in education. Faculty had the opportunity to attend summer training and update training in September on Big Ideas Math curriculum. that covered best practices to use in the class that are research based and will have the greatest impact on student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. EDI tutoring for grades 3 - 5 offered by Title 1 2. Title 1 pullout during the school day for grade 5 3. Istation and AIMS as progress monitoring tools 4. IXL and Istation for Tier 2 interventions 5.
Person Responsible	Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#3	
Title	Reduce the racial achievement gap in ELA for African American students in grades 3-5
Rationale	The rationale is to ensure that students are working and successful with on grade level materials and instruction. We want students to be able to transfer their knowledge into real world experiences.
State the measurable outcome the school plans to achieve	Reduce the racial achievement gap by increasing the ELA achievement of African American students from 27% level 3 and above to 30%.
Person responsible for monitoring outcome	Cory Tomlinson (tomlinsonc@gm.sbac.edu)
Evidence-based Strategy	The identified strategies are research based and considered best practices in education. Selected faculty attended James Patterson Literacy Challenge Training offered by the University of Florida Literacy Institute that covered best practices to use in the class that are research based and will have the greatest impact on student achievement.
Rationale for Evidence-based Strategy	The identified strategies are research based and considered best practices in education. Selected faculty attended James Patterson Literacy Challenge Training offered by the University of Florida Literacy Institute that covered best practices to use in the class that are research based and will have the greatest impact on student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. EDI tutoring for grades 3 - 5 offered by Title 1 2. Professional Development on Differentiated Instruction and Small Group Instruction 3. Purchase Leveled libraries for small group instruction grades K-5 4. Title 1 Intervention for grades K - 4 5.
Person Responsible	Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#4	
Title	Reduce the racial achievement gap in Math for African American students in grades 3-5
Rationale	The rationale is to ensure that students are working and successful with on grade level materials and instruction. We want students to be able to transfer their knowledge into real world experiences.
State the measurable outcome the school plans to achieve	increase the gains of the lowest quartile in Math from 59% to 62%.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Small group instruction at the students instructional level to remediate areas of weakness during school and offered in after school tutoring. Teachers use Big Ideas in Math to teach state standards in whole group instruction. Istation is used in grades K - 5 as a progress monitoring tool and use Istation and IXL to provide Tier 2 intervention. Title 1 small group instruction is offered to grade 5 lowest quartile students using IStation and Ready FL.
Rationale for Evidence-based Strategy	The identified strategies are research based and considered best practices in education. Faculty had the opportunity to attend summer training and update training in September on Big Ideas Math curriculum. that covered best practices to use in the class that are research based and will have the greatest impact on student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. EDI tutoring for grades 3 - 5 offered by Title 1 2. Title 1 pullout during the school day for grade 5 3. Istation and AIMS as progress monitoring tools 4. IXL and Istation for Tier 2 interventions 2. 3. 4. 5.
Person Responsible	[no one identified]

#5	
Title	Reduce the percentage of suspensions for African American students for the 19-20 school year
Rationale	We want to keep students in class so that they are receiving an uninterrupted education free of distractions.
State the measurable outcome the school plans to achieve	Reduce the overall number of suspensions for all students with a focus on African American students to under 23 for the school year. That would be a reduction of 50%.
Person responsible for monitoring outcome	Cory Tomlinson (tomlinsonc@gm.sbac.edu)
Evidence-based Strategy	Book Study: Classroom Management By: Harry Wong and PBIS
Rationale for Evidence-based Strategy	Classroom that are well organized and have clear expectations and procedures have fewer behavior problems. The book Classroom Management is used internationally and the data to support its plan has been used for over 20 years. PBIS is a national program supported by our school district. Implementation of PBIS provides positive reinforcement ofWe will offer after school tutoring to struggling students behaviors and provides students with incentives to keep on track with following school and classroom rules.
Action Step	
Description	<ol style="list-style-type: none"> 1. Book Study implemented monthly August - December with faculty. 2. PBIS holds monthly meetings with grade level teachers. 3. PBIS holds monthly rewards for students. 4. 5.
Person Responsible	Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

ELA: We will offer after school tutoring to struggling students, offer professional development in reading instruction specifically on differentiation and small group group instruction, using Istation monthly assessments to progress monitor and guide instruction, Title 1 intervention for grades K - 4. Math: We will offer after school tutoring to struggling students, math professional development for new math curriculum, Title 1 intervention for grade 5. For both ELA and Math we are implementing support facilitation, as well as resource pull-out for ESE students. Suspensions: book study on Classroom Management and PBIS, mentor program, peer remediation. The teachers are also receiving mental health training to identify and work with fragile students.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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
- Parent chaperones on trips such as Camp Crystal or Washington D.C. with Safety Patrol

PFEP Link

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

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 committee 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.
- Positive reinforcement is used through our PBS program and cheetah cash/store. Guidance counselors are actively implementing a new program entitled "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

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.

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

The leadership team and faculty at Chiles analyzed and reflected on current student data. The data was used to differentiate instruction for the 2019-2020 school year. It included the following sources:

- Review of FSA – 2018-2019 school year data (faculty data chats and reflective discussions)

- Previous year discipline referrals and Behavioral data IC reports – 2018-2019 school year
- Students with 504, IEP, and EPT plans. Progress Monitoring Plans (their goals, needs, and progress).
- Previous RTI information from 2018-2019 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.

Focus data driven areas include:

- 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
 - 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.
 - Kindergarten: Kindergarten readiness assessment/ FLICKERS/ other baseline assessments
 - K - 5th: Quarterly Formative Assessments (AIMS).
- Progress Monitoring Plans (PMP) are kept with homeroom teachers.

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest quartile in ELA for grades 3-5				\$164,582.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$20,000.00

			<i>Notes: Teacher stipends for Extended Day Intervention</i>			
	5100	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A	2.0	\$109,421.00
			<i>Notes: Salaries of Title I staff</i>			
	5100	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A	2.0	\$9,268.00
			<i>Notes: Retirement benefits for Title I staff</i>			
	5100	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A	2.0	\$8,371.00
			<i>Notes: SSI benefits for Title I staff</i>			
	5100	220-Social Security	0510 - Lawton M. Chiles Elem. School	Title, I Part A	2.0	\$13,638.00
			<i>Notes: Group Insurance benefits for Title I staff</i>			
	5100	230-Group Insurance	0510 - Lawton M. Chiles Elem. School	Title, I Part A	2.0	\$558.00
			<i>Notes: Early Retirement benefits for Title I staff</i>			
	5100	290-Other Employee Benefits	0510 - Lawton M. Chiles Elem. School			\$0.00
	5900	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$1,694.00
			<i>Notes: Retirement benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	220-Social Security	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$1,530.00
			<i>Notes: SSI benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	290-Other Employee Benefits	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$102.00
			<i>Notes: Early Retirement benefits for Teacher stipends for Extended Day Intervention</i>			
2	III.A.	Areas of Focus: Lowest quartile in Math for grades 3-5				\$19,667.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$5,000.00
			<i>Notes: Book to support student instruction</i>			
	5100	510-Supplies	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$5,000.00
			<i>Notes: Materials and supplies to support student instruction</i>			
	6300	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$4,000.00
			<i>Notes: Teacher stipends to participate in Planned Learning Communities</i>			
	6300	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$340.00
			<i>Notes: Retirement benefits for Teacher stipends to participate in Planned Learning Communities</i>			

	6300	220-Social Security	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$306.00
			Notes: SSI benefits for Teacher stipends to participate in Planned Learning Communities			
	6300	233-Commercial or Merit and Insurance Annuity Plan	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$21.00
			Notes: early Retirement benefits for Teacher stipends to participate in Planned Learning Communities			
	5100	644-Computer Hardware Non-Capitalized	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$5,000.00
			Notes: Computer equipment to support student instruction			
3	III.A.	Areas of Focus: Reduce the racial achievement gap in ELA for African American students in grades 3-5				\$10,917.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$8,000.00
			Notes: Ready Florida materials for grades 3-5			
	6400	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$2,500.00
			Notes: Teacher stipends for PD			
	6400	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$212.00
			Notes: Retirement benefits for teacher stipends for PD			
	6400	220-Social Security	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$192.00
			Notes: SSI benefits for teacher stipends for PD			
	6400	290-Other Employee Benefits	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$13.00
			Notes: Early Retirement benefits for teacher stipends for PD			
4	III.A.	Areas of Focus: Reduce the racial achievement gap in Math for African American students in grades 3-5				\$6,917.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$2,500.00
			Notes: Teacher stipends to support PD			
	6400	210-Retirement	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$212.00
			Notes: Retirement benefits for teacher stipends to support PD			
	6400	220-Social Security	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$192.00
			Notes: SSI benefits for teacher stipends to support PD			
	6400	290-Other Employee Benefits	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$13.00
			Notes: Early Retirement benefits for teacher stipends to support PD			

	5100	510-Supplies	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$2,000.00
			<i>Notes: Materials and supplies to support student instruction</i>			
	5100	520-Textbooks	0510 - Lawton M. Chiles Elem. School	Title, I Part A		\$2,000.00
			<i>Notes: Books to support student instruction</i>			
5	III.A.	Areas of Focus: Reduce the percentage of suspensions for African American students for the 19-20 school year				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0510 - Lawton M. Chiles Elem. School	Other		\$1,600.00
			<i>Notes: CREATE funds used for book study on classroom management</i>			
Total:						\$203,683.00