

Alachua County Public Schools

Lawton M. Chiles Elementary School



2020-21 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: 6/9/2017

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 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%)
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 was approved by the Alachua County School Board on 10/6/2020.

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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	A

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Friday 6/9/2017, Cory Tomlinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 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%)
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](#).

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	104	119	112	117	116	127	0	0	0	0	0	0	0	695
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	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	18	5	15	11	0	0	0	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	7	0	0	0	0	0	0	0	10

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	3	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/16/2020

Prior Year - As Reported

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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 based off of 18-19 FSA. 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 based off of 18-19 FSA. 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 component that showed the greatest decline is student out of school suspensions. The factor that contributed to this decline was the implementation of a behavior paraprofessional and the use of student peer groups to resolve conflicts.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two areas of concern are 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. Other specifically relating to Lowest quartile in ELA for grades 3-5

Area of Focus Description and 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.
Measurable Outcome:	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 identified strategies are research based and considered best practices in education. Continue to work with teachers to support grade level instruction. Working with teachers after classroom observations to maximize student engagement and standards based instruction.
Rationale for Evidence-based Strategy:	Teacher formal observations that are conducted twice a year. Post conferences to discuss strengths and areas to strengthen throughout the year.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to Lowest quartile in Math for grades 3-5

Area of Focus
Description and 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.

Measurable Outcome: increase the gains of the lowest quartile in Math from 59% to 62% based off of 2018-2019 FSA data and ongoing progress monitoring.

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. Teachers use Big Ideas in Math to teach state standards in whole group instruction. I Station is used in grades K - 5 as a progress monitoring tool and teachers use I Station and Reflex math to provide Tier 2 intervention.

Rationale for Evidence-based Strategy: The identified strategies are research based and considered best practices in education. Grade level meetings to discuss pacing and standards.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Other specifically relating to Reduce the racial achievement gap in ELA for African American students in grades 3-5

Area of Focus
Description and 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.

Measurable Outcome: Reduce the racial achievement gap by increasing the ELA achievement of African American students from 27% level 3 and above to 30% based off of 2018-2019 FSA data.

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. Small group instruction, cross grade level planning and before school tutoring will be a focus for the 20-21 school year.

Rationale for Evidence-based Strategy: The identified strategies are research based and considered best practices in education. Small group instruction, cross grade level planning and before school tutoring will be a focus for the 20-21 school year.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to Reduce the racial achievement gap in Math for African American students in grades 3-5

Area of Focus	
Description and 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.
Measurable Outcome:	Increase the gains of the lowest quartile in Math from 59% to 62% based on the 2018-2019 FSA data.
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. Teachers use Big Ideas in Math to teach state standards in whole group instruction. I Station is used in grades K - 5 as a progress monitoring tool and use I Station and Reflex Math to provide Tier 2 intervention.
Rationale for Evidence-based Strategy:	The identified strategies are research based and considered best practices in education. Small group instruction, cross grade level planning and before school tutoring will be a focus for the 20-21 school year.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Other specifically relating to Reduce the percentage of suspensions for African American students for the 20-21 school year

Area of Focus Description and Rationale: We want to keep students in class so that they are receiving an uninterrupted education free of distractions.

Measurable Outcome: Reduce the overall number of suspensions for all students with a focus on African American students to under 23 for the school year.

Person responsible for monitoring outcome: Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Strategy: Continued work with Behavior Resource Teacher and behavior paraprofessional on classroom strategies to limit student behavior. Working with students to resolve conflicts as group or individual with the help of guidance.

Rationale for Evidence-based Strategy: Classrooms 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. We 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 Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Lawton Chiles will focus on the increase in achievement gains in our lowest quartile. The use of Ready Florida curriculum and small group instruction will be the main focus on this increase.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lawton Chiles Elementary will continue to work with parents, students, teachers and stakeholders to provide a positive culture for all students that attend. The SAC committee is made of multiple members of the school community. There are different ethnicity groups represented, school positions and administrative input. This allows for different views and ideas to be brought to the table. Chiles continues to encourage parents and community members to volunteer their time inside and outside the classroom. Our overall volunteer hours will show the much needed support for our students. We continue to have a partnership with local members to support some of most "at risk" students by offering mentors through the year. Administration is open to parents and the community members to bring ideas to the table both informally and formally to make changes as needed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Lowest quartile in ELA for grades 3-5	\$0.00
2	III.A.	Areas of Focus: Other: Lowest quartile in Math for grades 3-5	\$0.00
3	III.A.	Areas of Focus: Other: Reduce the racial achievement gap in ELA for African American students in grades 3-5	\$0.00
4	III.A.	Areas of Focus: Other: Reduce the racial achievement gap in Math for African American students in grades 3-5	\$0.00
5	III.A.	Areas of Focus: Other: Reduce the percentage of suspensions for African American students for the 20-21 school year	\$0.00
Total:			\$0.00