

Alachua County Public Schools

Lawton M. Chiles Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	23

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: 8/31/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	23

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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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 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>.

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	Position Title	Job Duties and Responsibilities
Tomlinson, Cory	Principal	The principal oversees all employees in the building and supervises students.
Booth, Suzanne	Assistant Principal	The assistant principal supports the principal and oversees all employees in the building and supervises students.

Demographic Information

Principal start date

Tuesday 8/31/2021, 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.*

37

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.*

2

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

715

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	101	136	122	116	110	122	0	0	0	0	0	0	0	707
Attendance below 90 percent	2	22	13	16	7	9	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	4	10	3	6	0	0	0	0	0	0	0	34
Course failure in Math	0	7	5	12	2	8	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	11	5	12	3	9	0	0	0	0	0	0	0	40

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	0	3	0	4	0	0	0	0	0	0	0	0	0	7
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

Monday 9/27/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	59%	57%	68%	58%	56%
ELA Learning Gains				66%	57%	58%	57%	53%	55%
ELA Lowest 25th Percentile				44%	49%	53%	35%	40%	48%
Math Achievement				73%	60%	63%	72%	64%	62%
Math Learning Gains				74%	61%	62%	64%	58%	59%
Math Lowest 25th Percentile				59%	49%	51%	44%	45%	47%
Science Achievement				67%	57%	53%	73%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	57%	12%	58%	11%
Cohort Comparison						
04	2021					
	2019	67%	55%	12%	58%	9%
Cohort Comparison		-69%				
05	2021					
	2019	70%	55%	15%	56%	14%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	58%	11%	62%	7%
Cohort Comparison						
04	2021					
	2019	75%	60%	15%	64%	11%
Cohort Comparison		-69%				
05	2021					
	2019	71%	57%	14%	60%	11%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	55%	11%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data for grades 3,4,5 were obtained from the quarterly AIMS tests. Scores for grades 1 & 2 came from the quarterly DIBELS assessments and show only percentages for each category.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	32%	46%
	Economically Disadvantaged	31%	24%	22%
	Students With Disabilities	13%	16%	14%
	English Language Learners	19%	28%	18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74%	80%	84%
	Economically Disadvantaged	47%	57%	67%
	Students With Disabilities	39%	56%	88%
	English Language Learners	25%	25%	75%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63%	59%	76%
	Economically Disadvantaged	40%	41%	47%
	Students With Disabilities	31%	50%	42%
	English Language Learners	100%	33%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81%	70%	70%
	Economically Disadvantaged	68%	46%	50%
	Students With Disabilities	47%	58%	42%
	English Language Learners	100%	50%	50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	81/69%	91/78%	63/65%
	Economically Disadvantaged	17/46%	20/55%	9/30%
	Students With Disabilities	2/40%	2/40%	1/20%
	English Language Learners	3/75%	3/75%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80/69%	71/60%	103/87%
	Economically Disadvantaged	15/40%	10/28%	25/67%
	Students With Disabilities	1/20%	0/0%	2/40%
	English Language Learners	4/100%	3/75%	4/100%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/55%	75/62%	93/74%
	Economically Disadvantaged	11/32%	7/20%	19/48%
	Students With Disabilities	1/13%	1/14%	2/34%
	English Language Learners	0/0%	2/67%	2/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87/82%	81/69%	88/72%
	Economically Disadvantaged	20/67%	14/41%	15/41%
	Students With Disabilities	1/14%	1/14%	1/20%
	English Language Learners	2/66%	2/100%	4/100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61/52%	73/59%	90/70%
	Economically Disadvantaged	5/15%	10/28%	14/36%
	Students With Disabilities	1/17%	1/14%	4/100%
	English Language Learners	1/25%	2/50%	2/29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/64%	86/70%	83/67%
	Economically Disadvantaged	17/50%	17/50%	13/33%
	Students With Disabilities	3/50%	2/34%	3/50%
	English Language Learners	3/75%	3/60%	4/80%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	85/73%	106/85%	80/63%
	Economically Disadvantaged	13/42%	22/63%	10/26%
	Students With Disabilities	0/0%	4/57%	1/14%
	English Language Learners	2/40%	5/100%	5/100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	38		39	38		9				
ELL	55			82							
ASN	83			96							
BLK	27	31	35	33	38	35	7				
HSP	62	60		73	60		53				
MUL	55			64							
WHT	86	90		88	78		84				
FRL	35	32	31	41	52	47	13				
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							

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	69

English Language Learners	
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	90
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
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	60
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 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	85
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component that showed the lowest performance was 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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The component that showed the greatest decline is science achievement. The factors that contributed to this decline were 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The data component with the greatest gap was ELA lowest quartile based off of 18-19 FSA. The contributing factors were attendance, tardies, checkouts, and missed class time due to in school and/ or out of school suspensions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The component that showed the greatest decline is student out of school suspensions. The factors that contributed to this decline were the implementation of a behavior paraprofessional and the use of student peer groups to resolve conflicts.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The addition of a new behavior Paraprofessional position was key to the decline in suspensions.

What strategies will need to be implemented in order to accelerate learning?

The implementation of the Ready Florida curriculum in grades 2-5. We have also implemented the support facilitation model for our ESE students in grades 2-5.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The teachers that are using the support facilitation model are working directly with ESE teachers to plan and engage students during both ELA and math. Both the ESE and regular classroom teachers have attended training on support facilitation.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continuous snapshot observations by administration to check in on the implementation of new strategies across the school. District wide PD on the implementation of the new Illuminate data collection site and new reading curriculum training.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

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 3% from the 2021 FSA data.
Monitoring:	Review of AIMS, benchmark, and Dibels data to determine areas of concern. Monthly data review meetings with a committee and teachers to discuss specific students.
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

Students in grades Kindergarten, first, and second are receiving instruction in a new phonics based program called UFLI. This program helps students learn to read using a variety of strategies and follow up work. This program is being implemented by the classroom teachers and is monitored by school administration through classroom walk through snapshots and formal observations.

Grades Kindergarten through 5th grade are implementing a new reading program titled Benchmark Advance. This program utilizes literature that includes many science and social studies non-fiction articles/stories. Teachers are able to help students make real world connections to their own lives as they teach the standards.

Grades 2-5 use Ready Florida to as a supplementary component to enhance the reading program. This resource includes many non-fiction passages that allow students to make real world connections.

All programs used with students are monitored by administration through walk throughs and formal observations.

Person Responsible	Cory Tomlinson (tomlinsonc@gm.sbac.edu)
---------------------------	---

#2. Instructional Practice specifically relating to Math

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 by 3% based off of 2021 FSA data and ongoing progress monitoring.
Monitoring:	Review AIMS, benchmark, and weekly assessments that focus on math and standards. Meet with the data team monthly to review data and identify areas and students of concern.
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

The Big Ideas in Math series is used in every classroom. Some teachers incorporate programs such as Sunshine Math, Daily Oral Math, Mountain Math, timed fact fluencies, and small group instruction. Teachers have access to the computer programs Reflex Math and I Station Math. Manipulatives are also used to help students needing more concrete instruction. Daily instruction is expected to occur in every class. Administration monitors instruction and use of these materials through classroom walk throughs and formal observations.

Person Responsible Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#3. Culture & Environment specifically relating to Equity & Diversity

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 math achievement of African American by 5% based off of 2021 FSA data.
Monitoring:	Review AIMS, benchmark, and weekly assessments that focus on math and standards. Meet with the data team monthly to review data and identify areas and students of concern.
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 and Dibels 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 21-22 school year.

Action Steps to Implement

In addition to the curriculum used to improve the instruction of our lowest quartile, teachers use their social studies time to teach the students about various cultures. Holidays and other special days throughout the calendar year are focused upon to help teach diversity and equity. Ex. Holocaust Day, Black History Month, Constitution Day. Special activities are also sent out for events/special days for teachers to use from our district office. Teachers have received training and our school has a representative to communicate info to the faculty. The morning news also shares info to promote equity and diversity. Guidance shares school wide activities. Administration monitors this area through class walk throughs and formal observations.

Person Responsible Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#4. Culture & Environment specifically relating to Equity & Diversity

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 by 5% based off of 2021 FSA data.

Monitoring: Review AIMS, benchmark, and weekly assessments that focus on math and standards. Meet with the data team monthly to review data and identify areas and students of concern.

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 21-22 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 21-22 school year.

Action Steps to Implement

In addition to the curriculum used to improve the instruction of our lowest quartile, teachers use their social studies time to teach the students about various cultures. Holidays and other special days throughout the calendar year are focused upon to help teach diversity and equity. Ex. Holocaust Day, Black History Month, Constitution Day. Special activities are also sent out for events/special days for teachers to use from our district office. Teachers have received training and our school has a representative to communicate info to the faculty. The morning news also shares info to promote equity and diversity. Guidance shares school wide activities. Administration monitors this area through class walk throughs and formal observations.

Person Responsible: Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lawton Chiles Elementary will have a focus on decreasing classroom disruptions on campus for the 21-22 school year. The Behavior Resource Teacher and Behavior Resource Paraprofessional will support teachers and students inside the classroom with appropriate training and modeling. The BRT and Paraprofessional have created small groups to focus on team building activities that promote appropriate behaviors inside the classroom. We have focused on certain grade levels and targeted students using behavior data that focuses on classroom disruptions. The groups are meeting twice a week to work on skills to take back to the classroom to improve engagement and behavior. Lawton Chiles Elementary is ranked in the upper range of the state scale. Our goal at Lawton Chiles is to increase our place on this scale to be included in the top percentage of schools with low rates of incidents.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders include the administration, instructional, non instructional staff, parents , and SAC members. This group of people work together to discuss successes and areas of challenge within the building. SAC members are asked for input from citizens if available.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,405.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0510 - Lawton M. Chiles Elem. School	Other		\$5,405.00
			Notes: We used ADV funds along with PTA fuds to purchase Ready Florida Curriculum to support standards based instruction for grades 2-5 for the 21-22 school year.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,036.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	519-Technology-Related Supplies	0510 - Lawton M. Chiles Elem. School	Other		\$3,036.00
			Notes: Purchased Reflex Math to help support studnets in K-5. This program allows for students to engage in standards based math practice.			
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
					Total:	\$8,441.00