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## Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

34%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

49%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

B

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

We are committed to the success of every student.

Beliefs

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

##### Provide the school's vision statement

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

#### School Environment

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

At the beginning of each school year, our teachers spend time building classroom communities and culture by involving their students in activities that allow them to share about themselves, write stories about themselves and their families, and design personal projects that focus on the child's identity. Teachers provide time for students to share their work with their peers. Display boards are used to showcase the students' work. Meet the teacher and open house opportunities are held for the teachers, parents, and students to all meet each other. Parent/teacher conferences are arranged to discuss special needs a child may have as well as provide a time for parents to share concerns. Many of these processes are ongoing and may occur more frequently for some students depending upon individual student needs.

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

- Before school - Homeroom teachers provide supervision on a rotating basis in their grade level's common area until the first bell rings. All teachers without a homeroom and office staff are assigned duty posts to provide supervision as students are dropped off (car and bus loop), in the cafeteria and throughout campus as students move about campus on their way to their grade level common area.
- During School - Teachers work diligently within their class and across the grade level to develop a sense



of community and belonging. Each classroom utilizes the school-wide classroom management system for continuity and structure in each classroom. Teachers and staff use the PBS "Cheetah Cash" to recognize and reward good behavior and also use "Got Caught" stickers to recognize students caught doing something good, following directions, helping others, listening, being respectful, cooperating, or just for trying their best. Each grade level has a weekly recognition assembly where teachers recognize the achievement of an individual student from their classrooms. These awards are presented in front of the entire grade level to encourage all students to work to earn the award. Teachers are responsible for student supervision in their homeroom class during instruction and transitions.

- After School - All homeroom teachers provide supervision as students move to either the car loop or bus loop areas. Students attending the EDEP program are walked to the cafeteria by a grade level teacher. Teachers stay "on duty" until students are picked up and leave for home. Additionally, some students stay for after school clubs. These students are also supervised until an adult picks them up or they are taken to the EDEP program.

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

The Behavioral Resource Teacher (BRT) attends weekly data chat meetings with grade levels on a rotating basis. The Positive Behavior Support (PBS) committee meets monthly to analyze behavior data and work to establish incentives and interventions appropriate for areas in need of improvement. Plan of Action:

- PBS Committee met this summer to develop respect/social skills curriculum by grade level and determine delivery method.
- PBS Committee reviewed schedules and transition patterns. Each team will develop a transition plan.
- PBS Committee reviewed the school-wide behavior management system. We developed a K-5 color-coded classroom behavior management system to promote continuity within the grade levels and across the entire school.
- PBS Committee reviewed and modified PBS activities designed to recognize and reinforce appropriate behavior.

Activities include: Cheetah Cash, Meaningful Monday Winners, School Store, Lunch Outside and VIP Seating, Monthly treat (popsicles, popcorn), Quarterly activity, Grade Levels' Weekly Student Recognition

- BRT activities: classroom lessons, small group meetings, individual support, classroom observations, behavior contracts/point sheets, riding the bus, reading to K-2 classes.

**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: schoolwide character and career development, classroom guidance, small group counseling, individual counseling, consultation and collaboration with all stakeholders. 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.
- Breakfast and Lunch program - We provide nutritious breakfast and lunch meals to all students. Approximately one third of our student population qualifies for free or reduced meals. This program also ensures our students are nourished and ready to learn.
- Sue's Closet - Our PTA maintains a closet stocked with various clothing items for students who are in need of any type clothing item. We feel that our students should all begin on an even playing field so classroom learning opportunities do not have any obstacles that would impair our students to be able to learn.
- Positive reinforcement is used through our PBS program and cheetah cash/store.
- Guidance lessons are provided with grade specific programs:
  - Kindergarten – 5th grade – Chile Safety Matters, School Wide Anti-Bullying
  - Kindergarten - 2nd grade – Safer Smarter Kids
  - 1st grade – Ready to Learn
  - 2nd grade - I Care Cat
  - 3rd grade – Ready for Success
  - 4th grade – Student Success Skills
  - 5th grade – Career Education & Human Growth & Development
- Recess is provided for all grades throughout the day for students to interact with their peers and learn to problem solve. Third grade even has “Leagues” in place during recess to promote sportsmanship and working together.
- Community building is also accomplished through a variety of Kagan structures such as “Rally Coach”. These structures encourage cooperative learning in every lesson.
- Our physical education program promotes social and emotional growth through the playing of team games, physical fitness, and the morning running club.
- Another program in place is “Martha Speaks”. This program is available through the public broadcasting agency. Upper grade classes pair with lower classes and the “big buddies” read to and mentor the “little buddies”. Relationships are built while reading quality literature is being modeled.
- Throughout all of our grade level classes, the teachers provide time for cooperative problem solving and learning opportunities.
- Through the direction of our music teacher, each grade level presents a program for parents to come and see. These programs require our students to work together to ensure a quality performance. Decorations and props are often designed and created by the students as well.
- Finally our safety patrol officers are students from our fifth grade classes. These students “apply” for

these posts and write an essay as to why they want to be considered. Many of our fifth grade students participate by serving posts throughout the school. It may be as a teacher helper, car door opener each morning, serving on the morning school news crew, or just walking around monitoring the school grounds prior to school starting. Whatever the posts, our students look out for each other.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: After 5 absences, parent is contacted by the teacher. Further absences require guidance or principal contact parent. If no improvement is observed, Educational Planning Team Meetings (EPTs) are held and a referral is made to SARB.
- One or more suspensions, whether in school or out of school: Specialized behavior plans are implemented in the classroom and/or throughout campus where the student works toward increasing appropriate behavior and academic performance. When behavior becomes severe enough, the student is put through an EPT and it is decided if a functional behavioral assessment is needed. The BRT works closely with the parents and teachers of such students to help them function successfully in the classroom.
- Course failure in English Language Arts or mathematics: Students are placed on a progress monitoring plan, EPTs are often held, and sometimes the Response to Intervention (RTI) process is put in place. Tutoring and/or intervention strategies are utilized to address students' needs. Sometimes a 504 is added where a medical diagnosis is present that will provide for accommodations that will help the child become successful.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: Students are placed in instructionally appropriate class placements, additional help is offered through tutoring opportunities, small group instruction, additional resources are utilized that are instructionally appropriate to the student's academic level. If retention is in place, careful placement is made the following year to ensure the student has a quality experience and meets with more success.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	4	3	8	2	5	29
One or more suspensions	2	1	3	4	4	2	16
Course failure in ELA or Math	3	1	3	5	5	1	18
Level 1 on statewide assessment	0	0	0	22	10	14	46

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	2	3	2	1	8

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

- Classroom guidance uses research based strategies to teach student success skills.
- Small group counseling is provided for at-risk students.
- Leadership groups are in place.
- Individual plans are in place to encourage students to attend school daily
- The BRT works with individual students who exhibit behavior problems severe enough to warrant suspension by employing in-school suspensions, time out in her office, point plans, etc.
- The PBS plan provides for students to earn school Cheetah Cash to purchase prizes, participate in special lunch programs, earn certificates, etc.
- Weekly recognition programs are in place in all grades to recognize students who display characteristics of quality citizenship. This programs also serve to motivate all students to aim for the award.
- Students are grouped according to their instructional level and provided intensive instruction with resources and programs that are research based.
- Literacy work stations are used to provide differentiated instruction for students during language arts instruction as well as math work stations are used for the same purpose.
- Study hall is in place in the upper grades to address more individualized help with at-risk students.
- Pairing with a stronger peer for tutoring is used when appropriate.
- Graphic organizers, foldables, manipulatives, computer based programs such as Reflex Math, and hands-on lessons are used.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Our faculty and staff work to provide a learning environment that makes all parents feel welcome thereby enabling us to form a partnership with our parents. Parental involvement is essential to student achievement. We believe that parents who feel welcome and good about coming to school events will be more involved than those who do not feel such.

To facilitate parent involvement, Lawton Chiles will do a variety of things:

- Meetings will be held in the evening
- Teachers will be trained on how to work with all families
- Parental workshops will be held on topics of parental interest and need such as new testing requirements

- Parent resource center in our Media Center
- Open House is held for parents to learn about the yearly learning plan for their children
- Daily student planners are used to provide a home/school communication tool
- Active parent volunteer program
- Folders and/or agendas are sent home daily/weekly to provide two way communication between school and home.
- Conferences are held as often as needed to address teacher and/or parent concerns.
- Projects that involve the home such as the "Family Immigration Project" completed in second grade each year.
- Musical shows performed by each grade level throughout the year for parents to view.
- Dad's Bring Your Children to School Day
- Grandparent's Day – special kindergarten activity
- Storybook Parade – kindergarten and first grade
- Diffendoffer Day Parade – third grade
- Study trips such as the museums at the University of Florida, theater plays, etc.
- Parent chaperones on trips such as Camp Crystal or Washington D.C. with Safety Patrol

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

Our school partners with a variety of community agencies. Some agencies choose to donate classroom materials and supplies, whereas others choose to be actively involved in the daily operations of the school. Some of these adopters chose to volunteer their services whereas others were secured through an application process. We have a very active and involved PTA organization that works closely with these agencies to secure the support needed for our teachers and students to have the needed supplies and materials to engage in meaningful learning. One example of such a joint partnership is our yearly school carnival/birthday celebration. The PTA works with these partners to gather funds and donations needed to set up the carnival. The proceeds from the carnival are used to purchase items needed in the classrooms. Technological equipment such as smart boards, I Pads, and computers have been projects in the past secured with these funds. This year we are working on creating a mobile science lab. Grants are being written to secure funds to create a mobile science lab. Once again funding from these partnership mingled with the proceeds earned from the carnival will help make the mobile science lab a reality. Altrusa Read to program – volunteers come in to read to our students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Black, Judy	Principal
Stobbie, Kim	Teacher, K-12
Mariani, Katherine	Teacher, K-12
Bryan, Carol	Teacher, K-12
Andino, Sara	Teacher, K-12
Nichol, Caryn	Teacher, K-12
Blackwood, Brooke	Teacher, K-12
Resczenski, Cristina	Instructional Media
Booth, Suzanne	Other
Warner, Deidre	Other
Leibach, Tracy	Guidance Counselor

### Duties

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

Each member of the leadership team has a different responsibility within the framework of the school that allows our students to receive the best possible educational experience. The leadership team meets weekly to discuss school business such as behavioral issues, curriculum needs, guidance needs, and/or make decisions that affect our learning environment positively or negatively. The leadership team also works with the staff, monitoring students' skill mastery. They meet weekly with grade level teams to discuss student issues, student data, curriculum implementation, and set up meetings with resource staff - including parents.

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

- At each grade level meeting, the team examines student data, discusses students' needs, and makes changes in curriculum and strategies as needed. Support staff are provided on an as needed basis.
- Additional services are provided to those students requiring intervention. These services are provided through additional instruction in reading and/or math for grades K-5. Teachers along with the leadership team oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses of programs currently in place.
- The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
- The Positive Behavior Support program implemented 2010 is currently still in place. Adjustments are made yearly to ensure the best possible program is in place.
- The leadership team often has members sit in on interviews when hiring new teachers to ensure the applicant chosen will be a cohesive part of the grade level team. Creating teams that are equipped to meet the varying needs of our diverse population effectively is a priority when organizing our staff for their



grade level assignments.

- The leadership team meets monthly with the Principal, CRT, BRT, and guidance counselor. At this time, the CRT shares new information from the district, school news, and sometimes conducts short training sessions all to be relayed back to each individual team. This same process is used by the BRT

and guidance counselor as needed. This is also our way to get input from the teams in critical areas of

the decision making process.

- Dispensing of funds throughout the school is often shared with the leadership team and the SAC team

. For example, how the A+ funds received by the school will be spent is always well thought out and voted

upon by everyone.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Judy Black	Principal
Shelley Warm	Business/Community
Suzanne Booth	Teacher
Susan Bowles	Teacher
Deidre Mobley-Keith	Parent
Arthur Seabrooks	Education Support Employee
Kim Dotts-Hoehnle	Parent
Marcia Eubank	Business/Community

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

8 Members include:

1 principal

2 teachers

2 parent

1 custodian

2 other citizens

Race:

6 white, 2 black

**Preparation of the school's annual budget and plan**

The building principal prepared the annual budget and plan based on the needs of the teachers and students as well as any other issues in need of finances. Input was provided by the faculty and staff as well as by the SAC committee. Once the final version of the plan was ready, the SAC committee reviewed it and voted to approve the plan.

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

\$ 7,790.37 - Beginning balance from previous year (including lottery, advance placement, donations, other)

\$12,746.00 - Allocation (including lottery, advance placement, donations, other)

\$20,536.37 - Total beginning balance

Amount What was purchased Meeting Date How decision was made

\$1500.30 120: Salaries 6/11/14 Consensus

131.04 220-290: Fringe benefits 6/11/14 Consensus

1770.53 330: Travel 6/11/14 Consensus

695.00 350: Equipment Maintenance 6/11/14 Consensus

56.81 390: Other purchased services 6/11/14 Consensus

5541.55 510: Supplies 6/11/14 Consensus

625.37 642: Non-Inventory Equipment 6/11/14 Consensus

570.66 750: Other personal services 6/11/14 Consensus

240.00 730: Dues and Fees (credit) 6/11/14 Consensus

1761.50 540: School supplies 6/11/14 Consensus

Ending Balance

\$4182.07

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Black, Judy	Principal
Bryan, Carol	Teacher, K-12
Andino, Sara	Teacher, K-12
Booth, Suzanne	Teacher, K-12
Blackwood, Brooke	Teacher, K-12
Mariani, Katherine	Teacher, K-12
Nichol, Caryn	Teacher, K-12
Resczenski, Cristina	Teacher, K-12
Stobbie, Kim	Teacher, K-12

**Duties**



**Describe how the LLT promotes literacy within the school**

The school Literacy Leadership Team is composed of the team leaders from each grade level. This group meets monthly to discuss literacy issues, needs, and how successful our students are with the current plan in place. They work with the Curriculum Resource Teacher (CRT) to learn new information about the literacy program used in the district, what the new Florida standards for ELA are, how to implement them in their daily lessons, how to correlate them to the new reading series, how to ensure this program flows well from grade to grade, and how to ensure our students in grades 3-5 are prepared for the literacy component of the Florida Standards Assessment given in the spring. Issues such as creating classes that reflect the class size amendment, while grouping students by their instructional reading level, providing the amount of intervention for our struggling students, and ensuring all students are learning to read are discussed by this team. This team often is trained by the CRT using the "Train the Trainer" method to go back and train their grade levels. Other times, the new info is shared with this team and then the CRT trains all of the grade level teachers.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our teachers meet weekly as grade level teams to discuss their grade level business. This involves student needs, resources and materials, educational learning experiences and trips outside the classroom, recognition ceremonies, curriculum needs, sharing of lesson ideas, special activities across the grade level, and any other issue pertinent to the grade level team. The grade levels also have common specials times. Each teacher is provided 3 guaranteed specials a week with a resource teacher. At these times the teachers often meet with each other to go over the day's lessons, share ideas, or just plan together. While our teachers follow a curriculum map for each subject, each one is encouraged to adapt these lessons to their own teaching style where strengths emerge and each is encouraged to share their areas of expertise.

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

Chiles Elementary participates in the Site-based Internship program out of the University of Florida. We employ some of the interns upon graduation. We also look to hire teachers with experience. The interview team consists of the principal, Curriculum Resource Teacher, and teachers on the grade level with the vacancy. It is our goal to hire the very best teachers who will become part of a cohesive group that provides the very best educational experience for all of our students.

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

The district works with all beginning teachers by assigning a mentor teacher to each one. The mentors spend time in the classrooms and meeting with the teachers after school. They hold meetings that involve all beginning teachers in the district discussing concerns and issues. The mentors also keep the principals informed of any concerns. The Curriculum Resource Teacher meets monthly with any new teachers or teachers new to our school to help them with areas of concern or she uses this time to provide professional development training. A district tech coach also comes to our school on Tuesdays to assist teachers with technology issues related to instruction, use of instructional programs that are web based, or other technological issues they are experiencing.

**Ambitious Instruction and Learning****Instructional Programs and Strategies**

## Instructional Programs

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

Our instructional programs and materials are aligned with the new Florida Standards. The Curriculum Resource Teacher attends monthly CRT meetings at the district at which time all new curriculum information is disseminated. She also attends workshops in the summer to learn additional strategies and techniques for ensuring this alignment. Prior to the beginning of this school year, the CRT attended a Florida Standards workshop provided by our district. At this workshop, the district literary coaches presented the new standards and shared activities to use with our teachers to help them unwrap the new standards. This activity was then shared with our staff. She also provided staff development in how to use the newly gained information to link the standards to particular lessons, materials, and programs. The curriculum maps provided by the district present a guide for each curriculum area with the standards aligned to particular lessons. Additional resources that can be used to meet this standards instruction are also available.

The CRT works with our teachers during pre-planning and throughout the year to ensure each teacher knows the standards and knows how to match them to additional resources materials he/she uses in their classroom for instruction. Professional development training is held throughout the year through book studies and additional standards training to expand our faculty's understanding of standards based instruction. For example, we are planning to create small learning communities that will each study a particular book that is focused on a single curriculum area and how it relates to standards based teaching. Presentations will be made on each book by their respective group with the entire faculty. Tips and ideas for improving our teaching techniques will be shared so everyone benefits from all of the books. If the faculty expresses further interest, we will make this a rotating book study providing everyone an opportunity to participate in all three book studies.

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

- Unwrap standards to ensure understanding of skills
- Examine and use test item specs to practice testing strategies. Teachers will create additional test item

specs as needed for student practice.

- Secure additional resources to meet student needs – Mountain Math, Calendar Math, Mountain Language, Handwriting Without Tears, Secret Stories, various LAS resource books
- Pre-identify students for the RTI process – to get them into intervention groups quickly
- Teachers will attend district math and/or science cohort groups throughout the year
- Our teachers will be grouped in math, reading, and writing committees to unwrap their respective standards and identify additional resources and strategies needed to successfully teach the standards
- Teachers will participate in a PD workshop that will address test spec items and how to teach students

strategies so they will be successful when taking tests.

## Instructional Strategies

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

The leadership team and faculty at Chiles disaggregates student data. The data we will examine for the 2014-2015 school year includes:

- FAIR AP3 – 2013-14 school year
- FCAT - 2013-14 school year
- Discipline referrals – 2013-2014 school year
- Students with 504 or IEP plans (their goals, needs, and progress)

- RTI information from 2013-2014 school year
- Summer school data/students who were retained
- Lowest quartile in math/reading as identified through IC
- Baseline tests for reading/math – grades K-5 - given at the onset of the 2014-2015 school year

We will continue to examine the following data throughout the school year:

- Discovery Education - 2014-15 school year (when results become available)
  - Reading, Math, and Science benchmark tests
  - On Track – math - grades 3-5 & science – grade 5
  - Teacher observations/classroom walkthroughs during the instructional day
  - Maintain a record of when a child enters Chiles and his/her success
- From this data, we were able to identify students for placement in instructional reading groups, begin the RTI process for selected students, and gauge areas in the instructional program that need additional resources or strategies.

Areas of focus:

- Placing students in instructional groupings that best match the students' instructional level- groupings will be fluid
- Planning remediation for students needing additional help – tutoring before school, recess time, homework help, etc.
- Identifying our lowest quartile of students in reading and math and planning instruction to meet their immediate needs
- Examining FCAT results to identify students who scored a level 1 or 2 and/or did not make a year's growth
- Teachers will examine their FCAT results looking at specific skill areas where adjustments need to be made. See State, District, School Reports
- Utilize a faculty member to provide additional small group help in kindergarten reading, third grade reading, and for 5th grade homework help
- 37% of 719 students = 266 students = free/reduced population
- Reading classes are organized by instruction level in all grades K-5
- Gifted instruction is provided in math for grades 1-4 and math and science for grade 5
- High expectations for all students
- Enrichment activities for higher achieving students once core instruction is mastered.
- Sunshine Math – gifted students
- Calendar Math is used in graded K-2 and Mountain Math is used in grades 3-5.
- Alachua County Honor Chorus – music students who excel, solos in school programs, students play instruments for their classes.
- Media Specialist teaches every child how to log in to a computer using a single sign on login which enables each child to use various instructional and tutorial programs at school and at home.
- Our specials teachers encourage our students to be successful in their academic programs while teaching them how the arts enrich their educational experience.

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

**Strategy:** Before School Program

**Minutes added to school year:** 30

The following instructional tutoring sessions will be available prior to the start of the school day: Our lowest quartile students will be pulled to go to the computer lab to work on the Reflex Math program to increase mastery of basic math facts.

Our fifth grade students will be pulled to go into the other computer lab to practice their typing skills using the Edutype program.

***Strategy Rationale***

Students who are proficient in the basic facts will more likely complete the computation and/or problem solving process correctly. Knowing how to use computation skills but not knowing basic facts often results in an incorrect answer or conclusion. Being proficient in basic facts whether addition, subtraction, multiplication, or division, this mastery will help students find correct answers to math problems as they go through the computation and/or problem solving process. Fifth grade students are required to take the state writing portion of the Florida Standards Assessment test on a computer. With many students being non-proficient with keyboarding skills, we feel that providing additional time to practice this program will enable them to create and type their writing responses in a more successful manner.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Black, Judy, blackjm@gm.sbac.edu

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

Math benchmark tests, weekly classroom quizzes, daily teacher observation

Periodic practice writing samples, Florida Writing Assessment portion of the FSA

**Strategy: Summer Program**

**Minutes added to school year:**

Students who are not proficient on the Florida State Standards Assessment and are being retained (grade 3 and students in grade 4 who scored a low level score) are invited to attend the extended school year program.

**Strategy Rationale**

These student receive additional instruction in reading and the third grade students are offered a second opportunity to take a national normed test to see if the student has gained proficiency and is able to be promoted

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Black, Judy, blackjm@gm.sbac.edu

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

The raw scores from the test are collected and used to determine promotion or retention for the third grade students. The data from the fourth grade students is used to correctly place these students in reading classes for the new school year.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

- Chiles kindergarten welcomes day cares to visit their classes during the spring. This year we will include Head Start Pre-K.
- 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 choosing a middle school to attend.
- Lessons on how to use a combination lock are also provided for students.

**College and Career Readiness**

**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 with many of our grade levels.
- Selected grades also participate in Junior Achievement training.
- Study trips to a variety of different venues
- Various careers are discussed through language arts lessons, sharing of books, writing activities, videos viewed, ask an expert activities in our science books, morning news examples, Music Career Program, etc.

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

Not applicable to elementary students.

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

- Sec Me Club - engineering club offered after school
- Gifted math classes for grades 1-4 gifted students and math/science classes for grade 5 gifted students
- STEAM – Science, Technology, Engineering, Arts, and Math – activities
- Gifted Math Instruction
- After school Math Team – competitions within and outside of the district

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

Not applicable to elementary students.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014. 1a

G041064

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	81.0
Math Lowest 25% Gains	73.0

**Resources Available to Support the Goal** 2

- Reading and Math textbooks, outside resources secured by the school, district, teacher, book study, professional development training workshops

**Targeted Barriers to Achieving the Goal** 3

- Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase many.
- Provide time for professional development training workshops including time to conduct book study.

**Plan to Monitor Progress Toward G1.** 8

Observations through Snapshots, student assessment scores

**Person Responsible**

Judy Black

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

ACIIS documentation through Snapshots, student test scores found in PCG

**Plan to Monitor Progress Toward G1.** 8

Observations through Snapshots, student assessment scores

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

ACIIS documentation through Snapshots, student test scores found in PCG



## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014. **1**

 **G041064**

**G1.B1** Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase many. **2**

 **B099654**

**G1.B1.S1** Curriculum Resource Teacher will provide additional training on standards as the district provides new information or resources. She will also look for commercially prepared resources and seek funds to purchase selected sets. **4**

 **S110933**

### Strategy Rationale

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

### Action Step 1 **5**

Florida Standards Assessment Training

#### Person Responsible

Suzanne Booth

#### Schedule

On 10/22/2014

#### Evidence of Completion

attendance sheets, teacher prepared products

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

Walkthroughs & Class Observations

**Person Responsible**

Judy Black

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

Documentation on ACIIS

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

Observation of standards based teaching, student assessment data

**Person Responsible**

Judy Black

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

ACIIS documentation through Snapshots, student scores on PCG

**G1.B1.S2** Curriculum Resource Teacher will provide resources, the district will provide cohort groups, and other professional development opportunities through the district will be provided for teachers to utilize. 4

 S137221

### Strategy Rationale

The more resources and training opportunities a teacher has access to, the better qualified and equipped he/she is to effectively teach the new standards to his/her students.

### Action Step 1 5

Curriculum Resource Teacher will provide resources for teachers, share professional development opportunities with teachers, and provide training opportunities as they arise.

#### Person Responsible

Suzanne Booth

#### Schedule

Monthly, from 9/2/2014 to 6/1/2015

#### Evidence of Completion

Documentation of professional development through ACIIS. documentation of meetings with staff, documentation mentor meetings with new teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?

#### Person Responsible

Judy Black

#### Schedule

Monthly, from 8/18/2014 to 6/1/2015

#### Evidence of Completion

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

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

CRT will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Walk throughs with snapshots will be conducted.

**Person Responsible**

Judy Black

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

A checklist is used with the snapshots and evidence will be entered to support effectiveness of materials being used.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Walk throughs with snapshots will be conducted.

**Person Responsible**

Suzanne Booth


**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

A checklist is used with the snapshots and evidence will be entered to support effectiveness of materials being used.

**G1.B1.S3** Teachers will be divided in curriculum appropriate groups to complete a book study based on one of three books - math, reading, or writing. 4

 S137228

**Strategy Rationale**

This is another opportunity to equip our teachers with tools that are up to date and linked to implementation of the Florida Standards.

**Action Step 1** 5

Teachers will engage in a book study with a small group. Three books will be utilized, with one focusing on reading, another on math, and another on writing.

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 11/5/2014 to 2/4/2015

**Evidence of Completion**

Each group will compile a list of tips and information that the group feels were the key components gleaned from the book and can be easily implemented in the daily tasks of teaching students from a standards based approach.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

PD facilitators will each facilitate a book study with each team member being assigned a task to complete upon completion of the book.

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 11/5/2014 to 2/4/2015

***Evidence of Completion***

Each group will complete a follow up task. The groups will present their findings to the faculty and present their recommendations and findings from their respective books. Easy to implement tips and info will be presented for other staff members to take back to their rooms to implement.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Walk throughs will be completed weekly to monitor implement useage of new strategies or techniques.

**Person Responsible**

Judy Black

**Schedule**

Weekly, from 2/18/2015 to 6/1/2015

***Evidence of Completion***


Administration will look for evidence of these strategies being used in work stations, teacher useage of techinques, student data showing an increase in % of scores on assessments.

**G1.B2** Provide time for professional development training workshops including time to conduct book study.

2

 B125342

**G1.B2.S1** Administrative staff will use early release Wednesdays for professional development. 4

 S137765

### Strategy Rationale

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

### Action Step 1 5

Professional development workshops will be provided on selected early release Wednesdays.

#### Person Responsible

Suzanne Booth

#### Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

#### Evidence of Completion

Sign in sheets, teacher follow-up documentation, ACIIS sign ins

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

Documentation of meetings

#### Person Responsible

Suzanne Booth

#### Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

#### Evidence of Completion

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

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

Monthly Walk through snapshots and observations twice a year

**Person Responsible**

Judy Black

**Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Documentation on ACIIS

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

Monthly Walk through snapshots and observations twice a year

**Person Responsible**

Suzanne Booth

**Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Documentation on ACIIS

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Florida Standards Assessment Training	Booth, Suzanne	10/8/2014	attendance sheets, teacher prepared products	10/22/2014 one-time
G1.B1.S3.A1	Teachers will engage in a book study with a small group. Three books will be utilized, with one focusing on reading, another on math, and another on writing.	Booth, Suzanne	11/5/2014	Each group will compile a list of tips and information that the group feels were the key components gleaned from the book and can be easily implemented in the daily tasks of teaching students from a standards based approach.	2/4/2015 monthly
G1.B1.S2.A1	Curriculum Resource Teacher will provide resources for teachers, share professional development opportunities with teachers, and provide training opportunities as they arise.	Booth, Suzanne	9/2/2014	Documentation of professional development through ACIIS. documentation of meetings with staff, documentation mentor meetings with new teachers	6/1/2015 monthly
G1.B2.S1.A1	Professional development workshops will be provided on selected early release Wednesdays.	Booth, Suzanne	8/11/2014	Sign in sheets, teacher follow-up documentation, ACIIS sign ins	6/1/2015 every-2-months



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Observations through Snapshots, student assessment scores	Black, Judy	8/18/2014	ACIIS documentation through Snapshots, student test scores found in PCG	6/1/2015 monthly
G1.MA2	Observations through Snapshots, student assessment scores	Booth, Suzanne	8/18/2014	ACIIS documentation through Snapshots, student test scores found in PCG	6/1/2015 monthly
G1.B1.S1.MA1	Observation of standards based teaching, student assessment data	Black, Judy	8/18/2014	ACIIS documentation through Snapshots, student scores on PCG	6/1/2015 monthly
G1.B1.S1.MA1	Walkthroughs & Class Observations	Black, Judy	8/18/2014	Documentation on ACIIS	6/1/2015 monthly
G1.B2.S1.MA1	Monthly Walk through snapshots and observations twice a year	Black, Judy	9/2/2014	Documentation on ACIIS	6/1/2015 monthly
G1.B2.S1.MA3	Monthly Walk through snapshots and observations twice a year	Booth, Suzanne	9/2/2014	Documentation on ACIIS	6/1/2015 monthly
G1.B2.S1.MA1	Documentation of meetings	Booth, Suzanne	8/11/2014	Sign in sheets, teacher follow-up documentation, ACIIS sign in sheets	6/1/2015 every-2-months
G1.B1.S2.MA1	Walk throughs with snapshots will be conducted.	Black, Judy	8/18/2014	A checklist is used with the snapshots and evidence will be entered to support effectiveness of materials being used.	6/1/2015 monthly
G1.B1.S2.MA4	Walk throughs with snapshots will be conducted.	Booth, Suzanne	8/18/2014	A checklist is used with the snapshots and evidence will be entered to support effectiveness of materials being used.	6/1/2015 monthly
G1.B1.S2.MA1	Principal will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?	Black, Judy	8/18/2014	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.	6/1/2015 monthly
G1.B1.S2.MA3	CRT will do periodic checks to see if resource materials, information from cohort groups, and information from other opportunities are being used in the classrooms and if the information has been beneficial to the students. Are student skills increasing, are assessment scores increasing, do students understand the strategies used to answer test questions?		8/18/2014	Data chats will be held monthly with each grade level to discuss student progress or lack of progress. Student assessment data will be used to drive these chats. Plans of action will be discussed for those students not meeting proficiency. Progress monitoring plans will be in place for those in danger of retention.	6/1/2015 monthly
G1.B1.S3.MA1	Walk throughs will be completed weekly to monitor implement useage of new strategies or techniques.	Black, Judy	2/18/2015	Administration will look for evidence of these strategies being used in work stations, teacher useage of techniques, student data showing an increase in % of scores on assessments.	6/1/2015 weekly
G1.B1.S3.MA1	PD facilitators will each facilitate a book study with each team member being assigned a task to complete upon completion of the book.	Booth, Suzanne	11/5/2014	Each group will complete a follow up task. The groups will present their findings to the faculty and present their recommendations and findings from their respective books. Easy to implement tips and info will be presented for other staff members to take back to their rooms to implement.	2/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014.

**G1.B1** Textbooks do not address all standards and additional resources must be secured by teachers, school administrative staff, or district office. There is a limited amount of resources and we do not have funds to purchase many.

**G1.B1.S1** Curriculum Resource Teacher will provide additional training on standards as the district provides new information or resources. She will also look for commercially prepared resources and seek funds to purchase selected sets.

### PD Opportunity 1

Florida Standards Assessment Training

#### Facilitator

Principal, Curriculum Resource Teacher

#### Participants

Teachers

#### Schedule

On 10/22/2014

**G1.B1.S2** Curriculum Resource Teacher will provide resources, the district will provide cohort groups, and other professional development opportunities through the district will be provided for teachers to utilize.

### PD Opportunity 1

Curriculum Resource Teacher will provide resources for teachers, share professional development opportunities with teachers, and provide training opportunities as they arise.

#### Facilitator

Suzanne Booth

#### Participants

Teachers

#### Schedule

Monthly, from 9/2/2014 to 6/1/2015

**G1.B1.S3** Teachers will be divided in curriculum appropriate groups to complete a book study based on one of three books - math, reading, or writing.

**PD Opportunity 1**

Teachers will engage in a book study with a small group. Three books will be utilized, with one focusing on reading, another on math, and another on writing.

**Facilitator**

Suzanne Booth, Judy Black. Dee Warner

**Participants**

Teachers

**Schedule**

Monthly, from 11/5/2014 to 2/4/2015

**G1.B2** Provide time for professional development training workshops including time to conduct book study.

**G1.B2.S1** Administrative staff will use early release Wednesdays for professional development.

**PD Opportunity 1**

Professional development workshops will be provided on selected early release Wednesdays.

**Facilitator**

Suzanne Booth

**Participants**

Teachers

**Schedule**

Every 2 Months, from 8/11/2014 to 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014.	1,525
<b>Grand Total</b>	<b>1,525</b>

**Goal 1: Teachers will become proficient with the Language Arts Florida Standards which include the writing standards and the Math Florida Standards and implement them effectively in their daily lessons taught to students. Students will increase scores on FSA by 10% proficiency compared to FCAT 2.0 in 2014.**

Description	Source	Total
<b>B1.S1.A1</b> - Costs of copying activity sheets	General Fund	25
<b>B1.S1.A1</b>		0
<b>B2.S1.A1</b>	School Improvement Funds	1,500
<b>Total Goal 1</b>		<b>1,525</b>