

Orange County Public Schools

Lawton Chiles Elementary



2019-20 Schoolwide Improvement Plan

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Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

<https://lawtonchileses.ocps.net/>

Demographics

Principal: Anthony Serianni

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (67%) 2017-18: A (62%) 2016-17: B (57%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Gonzalez, Dennis	Principal	As the instructional leader of our school. He provides ongoing support to staff and students. With his guidance and direction, the leadership team is able to find solutions to best support our students and teachers to reach success. He is an advocate for our school; he motivates and encourages staff, parents, and students to work collaboratively to achieve academic excellence. His primary goal is the all-around success of our students, staff, and school.
Martinez, Lauren	Instructional Coach	Instructional reading coach for K-5. Provides professional development opportunities for teachers, leads PLCs on lesson planning for the ELA block, oversees ELA common assessment creation, and leads data meetings. She provides teachers with non-evaluative observation feedback to support them in their growth. This role is monitored through discussions during the leadership team meeting and sharing at PLC meetings.
Vanmali, Rajni	Instructional Coach	Instructional Math Coach for grades K-5. Provides professional development opportunities for teachers, leads PLCs on lesson planning, oversees math common assessment creation, and leads math data meetings. She provides teachers with non-evaluative observation feedback to support them in their growth. This is monitored through discussions during the leadership team meetings and sharing at PLC meetings
Bryant, Alysha	Teacher, ESE	Staffing Specialist and MTSS Coach. Is our MTSS Committee leader. She has a wide range of roles from maintaining our school data to coordinating school interventions. She also observes teachers during intervention to provide them with feedback on their strategies. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.
Clemons, Michelle	Teacher, K-12	CCT & CRT is focused on ensuring students in the English for Speakers of Other Language (ESOL) program receive comprehensive instruction as well as verifying compliance by maintaining files and coordinating testing. In addition, she provides teachers with non-evaluative observation feedback to support them in their growth. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.
Buchanan, Emma	Guidance Counselor	Guidance offers classroom guidance and small group counseling throughout the school year on a variety of topics. She also works with SEDNET agencies to offer outside counseling for students upon parent request. This role is

Name	Title	Job Duties and Responsibilities
		monitored through observations and discussions during leadership team meetings.
Willis, Erin	Assistant Principal	Has a variety of roles. The first and foremost is providing teachers with observations and feedback to improve their effectiveness in the classroom. She is in charge of discipline, facilities and emergency drills at our school and helps create a safe environment for all students. She provides support to students, staff, and parents. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.
DelliBovi, Diane	Instructional Coach	Reading Coach K-5. Provides professional development opportunities for teachers, leads PLCs on lesson planning for the ELA block, oversees ELA common assessment creation, and leads data meetings. She provides teachers with non-evaluative observation feedback to support them in their growth. This role is monitored through discussions during the leadership team meeting and sharing at PLC meetings.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	16	14	16	4	14	19	0	0	0	0	0	0	0	83
One or more suspensions	0	2	2	0	2	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	3	17	3	4	0	11	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	36	18	39	0	0	0	0	0	0	0	93
	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	1	4	1	5	3	12	0	0	0	0	0	0	0	26

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	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

51

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	15	16	9	22	11	0	0	0	0	0	0	0	100
One or more suspensions	0	3	1	1	4	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	12	10	3	2	3	9	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	29	39	39	0	0	0	0	0	0	0	107

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	5	4	0	7	12	14	0	0	0	0	0	0	0	42

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	15	16	9	22	11	0	0	0	0	0	0	0	100
One or more suspensions	0	3	1	1	4	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	12	10	3	2	3	9	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	29	39	39	0	0	0	0	0	0	0	107

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	5	4	0	7	12	14	0	0	0	0	0	0	0	42

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	57%	57%	51%	54%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	58%	58%	58%	55%	58%	57%
ELA Lowest 25th Percentile	58%	52%	53%	49%	53%	52%
Math Achievement	78%	63%	63%	65%	61%	61%
Math Learning Gains	82%	61%	62%	73%	64%	61%
Math Lowest 25th Percentile	83%	48%	51%	47%	54%	51%
Science Achievement	59%	56%	53%	57%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	16 (27)	14 (15)	16 (16)	4 (9)	14 (22)	19 (11)	83 (100)
One or more suspensions	0 (0)	2 (3)	2 (1)	0 (1)	2 (4)	3 (3)	9 (12)
Course failure in ELA or Math	3 (12)	17 (10)	3 (3)	4 (2)	0 (3)	11 (9)	38 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (29)	18 (39)	39 (39)	93 (107)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	55%	-9%	58%	-12%
	2018	58%	55%	3%	57%	1%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	58%	57%	1%	58%	0%
	2018	39%	54%	-15%	56%	-17%
Same Grade Comparison		19%				
Cohort Comparison		0%				
05	2019	45%	54%	-9%	56%	-11%
	2018	50%	55%	-5%	55%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	62%	4%	62%	4%
	2018	76%	61%	15%	62%	14%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	87%	63%	24%	64%	23%
	2018	66%	62%	4%	62%	4%
Same Grade Comparison		21%				
Cohort Comparison		11%				
05	2019	67%	57%	10%	60%	7%
	2018	69%	59%	10%	61%	8%
Same Grade Comparison		-2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	54%	-1%	53%	0%
	2018	59%	53%	6%	55%	4%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	59	62	53	78	73	41				
ELL	48	51	50	77	83	80	50				
BLK	67	57		87	70		64				
HSP	49	55	60	75	81	83	53				
WHT	63	68		87	100		90				
FRL	49	56	61	75	81	80	49				

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	5	28	29	34	65	64	11				
ELL	32	39	38	61	83	76	35				
BLK	58	55		78	86		54				
HSP	48	48	36	73	84	71	64				
WHT	67	61		82	83		64				
FRL	50	48	41	75	82	69	65				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	39	41	21	39	31	25				
ELL	26	46	52	47	62	53	40				
BLK	51	56	50	59	74		53				
HSP	52	56	50	66	74	48	58				
WHT	43	44		63	63		53				
FRL	51	55	49	65	73	47	57				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The lowest performance demonstrated was on ELA Learning Gains and ELA Learning gains in the lowest quartile. Lawton Chiles increased ELA Learning Gains from 50% to 58% and increased Learning Gains in the lowest quartile from 37% to 58%. We will continue to monitor the current systems we have in place to ensure we continue to demonstrate growth. Systems - MTSS process and interventions, Lesson Plan process, and coaching and support of instruction

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

The greatest decline was in Science from 64% to 59% proficiency. The greatest factor that lead to this decline was a lack of reading comprehension. Students in fifth grade needed additional support in reading in order to read grade level text which affected their proficiency on the NGSSS Science Assessment.

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

ELA proficiency demonstrates the greatest gap when compared to the state by 3%. Lawton Chiles did increase it's proficiency by 1% from last year, but the contributing factor are students being below grade level before they reach third grade. Intense instruction and proper interventions need to be implemented in the primary grades.

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

Lawton Chiles increased its learning gains in the lowest 25% from 37% to 58%. This is due to intense instruction, data analysis, reteach plans, and the MTSS process in place.

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

There were 12 students in fifth grade that exhibited 2 or more warning signs. We need to have a better system in place to monitor students with 2 or more warning signs so that we can intervene and prevent achievement gaps.

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

1. Continue to develop our current systems in place to ensure that ELA Learning Gains continue to grow school wide.
2. Continue to provide intense instruction and targeted student interventions in primary grades so that students are on grade level before intermediate grades.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase ELA Learning Gains in K - 5
Rationale	Lawton Chiles has increased learning gains in all grade levels. FSA demonstrates an increase in ELA Learning Gains from 50% to 58% in fourth and fifth grade. iReady ELA diagnostics demonstrate an increase in proficiency from 25% to 59% school wide. FSA Demonstrates an increase of only 1% on ELA Achievement. Lawton Chiles will continue to focus on ELA to continue closing achievement gaps and increase proficiency.

State the measurable outcome the school plans to achieve	The goal is that Lawton Chiles increase its learning gains to 70%.
Person responsible for monitoring outcome	Dennis Gonzalez (dennis.gonzalez@ocps.net)
Evidence-based Strategy	Data meetings to review each common assessment and plan for reteach Data meetings to review iReady Diagnostic data and growth Classroom observations, coaching, and feedback
Rationale for Evidence-based Strategy	By conducting data meetings after each common assessment, we will determine the students who have mastered the standards and provide re-teach lessons and support for those students who do not. iReady Diagnostic data meetings will be conducted to determine growth throughout the year to identify gaps in instruction and alter interventions.

Action Step	
Description	<ol style="list-style-type: none"> 1. Create and review lesson plans, lesson plan presentations, and differentiated centers 2. Classroom observations and walkthroughs to ensure lesson plans are followed and taught to the rigor of the standard 3. Conduct common assessment data meetings after each unit of instruction 4. Identify gaps in instruction or lesson planning and plan reteach lessons along with support for teachers and students 5. Re-assess to determine acquisition of the standards and scaffold instruction as needed
Person Responsible	Dennis Gonzalez (dennis.gonzalez@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

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

N/A

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Lawton Chiles builds positive relationships with parents by maintaining high levels of communication and offering parent involvement activities through the year. We communicate with families through a various avenues, both digitally and paper-based regarding school events, accomplishments, and other information. Spanish translation is available for all communications. Parent involvement activities are offered monthly at varying times for parents to learn strategies to help their child throughout the year, as well as engage with the school community. Notifications of upcoming events are sent home in advance and Connect Ed phone calls are made to alert and remind parents of upcoming events and critical school information.

PFEP Link

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

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

Lawton Chiles Elementary meets the emotional needs of students through various avenues. We offer classroom guidance and small group counseling throughout the school year on a variety of topics with our guidance counselor. Students also have access to our behavioral support team and social skills classes if needed with our behavior specialist and behavior tech. Individual counseling is also available through SEDNET counseling agencies upon parent request. Our SEDNET agencies offer in school and in home mental health, behavioral and case management services. We have also partnered with Alternative Directions, a SEDNET agency, to provide free parenting classes to assist parents with strategies to improve the parent child relationship

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

In order to help prepare our incoming students and parents for Kindergarten, we provide our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with baseline data on how well their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to walk their children to the classroom on the first day of school. Parents are also invited to Meet the Teacher and Open House. Each Friday, our staff is encouraged to wear a shirt from a college or university. Our hallways are designated with the names of various colleges and universities. Fifth grade students will take a field trip to Valencia College so that they can have the experience of being on a college campus. Fifth grade students visit Legacy Middle and Union Park Middle in the Spring to take a tour. Also, students are provided lists of middle school course offerings and extracurriculars, and given contact information for guidance counselors and summer activities offered at the middle school for incoming sixth-graders.

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.

Lawton Chiles follows district procedures regarding hiring of personnel and use of adopted curriculum materials. In order to meet the needs of all students and maximize outcomes, teachers in grades 5 are departmentalized. Teachers are grouped in subject area pairs; 1 ELA teacher, and 1 Math/Science teacher. The bottom 30% of all students have been identified using prior year's FSA data and Benchmark/Common assessments. The individual instructional plans for these students are being created and monitored by teachers and the leadership team. The bottom 30% of students will receive afternoon tutoring in reading and math along with enrichment. Tutoring funds and tutoring materials are paid for using Title I dollars. K-5 students receive Tier 2 and 3 interventions from highly qualified teachers.

Title 1, Part A

Lawton Chiles Elementary is a Title I school, therefore we receive additional federal funding for use with high needs students. The majority of our Title I budget is used to fund staff positions: Instructional Coaches and Curriculum Resource Teacher. These teachers provide whole and small group instruction and instructional support in all curriculum areas as appropriate. They provide professional development as identified in our SIP. The remainder of the funds are used for staff development, instructional materials, tutoring, enrichment clubs (Chess Club, Mathletes, Battle of the Books, National Elementary Honor Society, STEM Enrichment groups-Top 25%) and parental involvement activities.

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

Lawton Chiles will participate in a college outreach event in October where our students will go to UCF to meet the girls basketball team and coaches to discuss college athletics and education.

Fourth grade participates in a Geek Squad 2 day event where students discuss and participate in STEM activities.

Fifth grade participates in a NASA field trip to facilitate deeper understanding of math, science, stem, and technology in space exploration.

The school will utilize technology to showcase varying college campuses and career possibilities weekly through the morning announcements.

Lawton Chiles Elementary has a partnership with Valencia Community College. Students from Valencia volunteer at Lawton Chiles to assist teachers with increasing student achievement.

Lawton Chiles will participate in the Latinos in Action Program (LIA) with Legacy Middle School. LIA empowers Latino youth to lead and strengthen their community through college and career readiness. An LIA course is added to the master schedule and students are selected to participate, developing leadership skills and building efficacy to improve attendance, behavior and grades. Embedded in the LIA curriculum are service learning projects and mentoring of younger students at elementary schools.

Part V: Budget

1	III.A.	Areas of Focus: Increase ELA Learning Gains in K - 5	\$0.00
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	Total: \$0.00
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