

Orange County Public Schools

Lawton Chiles Elementary



2015-16 School Improvement Plan

Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

www.ocps.net/lc/east/ela

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	84%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

A school wide multicultural fair is held in which students learn about and celebrate various cultures. During the month of October students research, design and create various projects to extend their learning about their culture and others. Parents are invited to come to the Multicultural Fair to view student projects. Our chorus department also performs multicultural songs and dances during this event.

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

Students are monitored during all transitions and activities to ensure students feel safe. Instructional and classified staff members are located in various locations around the school campus before and after school to ensure the safety of all students.

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

Lawton Chiles Elementary has established disciplinary protocols. All incidents are documented with the time, description of the incident, and the location. Communication takes place between the teacher, student, and parents to process incidents and prevent similar incidents from reoccurring. Behavior expectations in the classroom and common areas are reviewed and posted regularly. Students are expected to behave appropriately to ensure learning for all students. Positive reinforcements are encouraged and celebrated by school personnel to ensure students are meeting behavioral expectations.

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 several various avenues. We offer classroom guidance and small group counseling throughout the school year on a variety of topics. Students also have access to our behavioral support team and social skills classes if needed. 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.

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

The attendance clerk and guidance counselor monitor attendance monthly, send home warning letters when warranted and hold attendance Child Study Team Meeting with social worker. The Principal recognizes perfect attendance with quarterly recognition. Quarterly awards (P.A.N.T. - Perfect Attendance No Tardies) are given to students who have not been absent or tardy.

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	15	24	25	20	12	16	112
One or more suspensions	1	4	1	2	4	2	14
Course failure in ELA or Math	26	38	43	52	39	61	259
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	12	13	15	6	9	62

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

Tutoring is provided beginning in September through the end of the school year to support students needing increased academic support. Reading resource teachers support the bottom 30% of students and ESE students by providing small group instruction daily. Specific instructional diagnosis and plans are updated bi-weekly by the bottom 30% data manager.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177557>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

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 through partnering with faith based organizations to provide community building service projects, facility use agreements with Boy/Girl Scouts and faith based organizations. Incentives for student achievement are provided through these organizations as well as other local community partnerships.

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:

Name	Title
Burke, Sheila	Principal
Collins, Tamara	Assistant Principal
Rublaitus, Kimberly	Other
Torres, Zaida	Other
Besaw, Sue Ann	Guidance Counselor
Dickie, Audrey	Other
Carlyle, Matthew	Instructional Coach

Duties

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

The school leadership team meets weekly to discuss student data, plan professional development activities for teachers, and review teacher observations. The school leadership team is responsible for ensuring the 8 step problem solving process is instituted with fidelity. The leadership team consists of Sheila Burke - Principal; Tamara Collins - Assistant Principal; Kim Rublaitus-CRT; Zaida Torres-CCT; Audrey Dickie - Data Manager/Reading Resource; Matthew Carlyle-Instructional Coach; SueAnn Besaw-Guidance Counselor.

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 3-5 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 years FCAT data and Benchmark/Common assessments. The individual instructional plans for these students are being created and monitored bi-weekly by the data manager, teachers, and the leadership team. The

bottom 30% of students will receive afternoon tutoring in reading along with enrichment. Tutoring funds and tutoring materials are paid for using Title I dollars. K-2 students receive Tier 3 interventions from an hourly support reading teacher. This teacher is paid for using SAI funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sheila Burke	Principal
Stacy Perez	Teacher
Leslie Murphy	Parent
Ben Ferringer	Parent
Zaida Torres	Parent
Christina Sanchez	Teacher
Kathryn Riggan	Teacher
Dana May	Parent
Tamara Collins	Education Support Employee
Danielle Riepe	Teacher
Shannon Simek	Teacher
Alexsa Shever	Teacher
Audrey Dickie	Teacher
Laurie Depagnier	Parent
Lisa Antonio	Education Support Employee

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

We reviewed/revised last year's SIP Plan with the SAC.

Development of this school improvement plan

The SAC meets monthly to discuss topics such as assessment data, Title I compliance/parental involvement, ideas to meet achievement goals, and annual parent survey.

Preparation of the school's annual budget and plan

The district and Title I funds make up our school's annual budget.

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

There are no school improvement funds available. All funding is from the school budget.

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:

Name	Title
Burke, Sheila	Principal
Collins, Tamara	Assistant Principal
Carlyle, Matthew	Instructional Coach
Faiello, Dawn	Teacher, K-12
Hawn, Traci	Teacher, K-12
Herrans, Desiree	Teacher, K-12
Jones, Denisse	Teacher, K-12
Joseph, Pamela	Teacher, K-12
Keymont, Ruthanne	Teacher, K-12
Ladd, Phoenix	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team promotes reading in several ways. The literacy team is responsible for supporting our Accelerated Reader program. Each week the literacy team reviews student's progress toward their AR goals. The team calculates the overall percentage per classroom and posts this information on the school's Share Point website. Classes that score 100% each week are then celebrated over the morning announcements. Students who reach various point levels receive positive reinforcements. Quarterly incentives are given to students who meet their quarterly AR goals. There are several parent involvement nights in which parents learn how to support our reading initiatives and help their children become better readers.

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

Teachers have common planning times to facilitate collaborative planning and instruction. Teachers meet weekly in PLC's to discuss student data. Teacher and student success is celebrated with verbal and non verbal incentives.

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

The principal, Sheila Burke, is the main person responsible for recruiting and retaining teachers. The focus at Lawton Chiles is on students. We do a lot to motivate and recognize students and teachers. This creates a "family" environment where people feel like they are rewarded and recognized. Having a good reputation and providing excellent customer service creates the type of school where people want to work. Since we are a Title I school, all teachers have to be highly qualified.

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

New teachers are paired up with experienced teachers on their grade level for mentoring. We host monthly meetings for both new teachers and mentors. We host a first week meeting for new teachers to introduce the beginning teacher criteria. We also hold a breakfast for both new teachers and mentors to get to know each other in the beginning of the year. The mentors meet with the new teachers as often as needed, all meetings are documented in a journal. The mentors use an online tracking tool to monitor the accomplished tasks of the new teachers throughout the school year.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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 MTSS team is the main school group that researches, reviews, develops, and helps implement MTSS. The team members meet monthly for Child Study Team meetings to help problem solve and guide the MTSS process. Teachers identify at risk students based on classroom performance and assessment data. The MTSS team (includes teachers who work with the students) meets to discuss appropriate interventions and strategies to address identified needs. The principal assigns tasks to team members regarding instructional materials, who will provide interventions, and progress monitoring duties.

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: Extended School Day

Minutes added to school year: 6,280

Our tutoring program will begin in September of 2015 and will continue through the end of the school year. Tutoring will take place Tuesday and Thursday afternoons from 3:15-5:00 pm. The tutoring program is an extension of our common intervention piece, for grades 3-5. However, we are targeting our students who are performing below grade level in grades 3-5. Students will receive direct instruction, small group instruction, and computer based instruction (Lexia) for an hour. The last hour of the tutoring session will be focused on enrichment. Students will have the opportunity to rotate every 6 weeks to a club of their choosing.

Strategy Rationale

Increased student achievement

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Zaida, zaida.torres@ocps.net

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

Data will be taken from Lexia each week. This data will be shared on Share Point. During weekly PLC meetings, the data will be discussed and specific plans will be developed to provide support in deficient academic areas.

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

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 base line 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 join their children on the first day of school. Parents are also invited to Meet the Teacher and Open House.

Each Wednesday, our staff wears 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.

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

Lawton Chiles Elementary has a partnership with Valencia Community College. Students from Valencia volunteer at Lawton Chiles to assist teachers with increasing student achievement. Our 5th grade students take part in the Valencia Health Academy for eight weeks. Under the facilitation of a professor, students work on health standards with students through engaging and hands on activities. Lawton Chiles Elementary students are a part of the University High School feeder pattern. The UHS Comprehensive Guidance Plan includes the activities for students' course selections, exploration of collegiate and employment opportunities through small group and large group activities such as college visits, Teach In, scholarship night, and parental outreach through the school website and newsletter. UHS utilizes the AVID strategies in all classes but particularly with the targeted student segment that take the AVID class. AVID classes start by providing a student the understanding of what college is and what is needed to attend. In the middle stages of AVID, students work on sharpening their skills to make sure that they are college and career ready. In the final stages of AVID, students are helped with applications and acceptance to colleges and universities. The AVID program data show an increase in college/university acceptance from year to year, and continues to grow.

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

Lawton Chiles Elementary students are a part of the University High School feeder pattern. Regardless of whether a course is considered applied or integrated by FDOE definition, faculty at UHS continue to provide examples of content relevancy to students directly as well as by providing project/problem based learning opportunities for students to practice academic and 21st century skills for post-secondary and/or employment opportunities.

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

The UHS Comprehensive Guidance Plan contains academic advising strategies designed by the counselors based on data from the High School Feedback Report. UHS has moved forward to apply STEM opportunities with designated classes that offer curriculum which can lead to industry certification. In addition to STEM opportunities, vocational programs are offered throughout the school day at district partnered sites and on the UHS campus.

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

Lawton Chiles utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Data at University High School is analyzed from the pre and post graduate indicators by their guidance services team. Guidance services works closely with members of the leadership team to provide solutions to better support their student population in improving readiness for the public post-secondary level. Partners In Education members offer support and resources to increase student performance in lacking areas. Guidance services work closely with the data to increase opportunities not only to their graduating cohort, but all students at all levels. Using the pre-graduate indicator data allows UHS the ability to form protocols and incorporate a process to work with students at all levels to help increase the probability of favorable performance data for post-graduate indicators. With the addition of academy talks, they are better able to modify curricular resources to fit the needs of their students at which ever level they are in hopes that they will have all the tools to become college and career ready.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the content of the grade level Florida standards, thus causing an increase in student achievement.(Division Priority-Accelerate student performance)

- G2.** Teachers will increase the use of standard based instruction which will lead to an increase in student achievement.(Division Priority - Invest in human capital)

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 and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the content of the grade level Florida standards, thus causing an increase in student achievement.(Division Priority-Accelerate student performance) 1a

G072621

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	57.0
FSA Mathematics - Achievement	53.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Administrative and Resource Team
- MTSS Team
- Progress monitoring and assessment data
- Research based instructional and intervention materials

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of familiarity with differentiated instruction in regards to the new common core standards

Plan to Monitor Progress Toward G1. 8

iObservation feedback, Common Assessment, Journey Assessments, Monthly Child-Study team meetings

Person Responsible

Sheila Burke

Schedule

Monthly, from 9/7/2015 to 5/26/2016

Evidence of Completion

Common Assessments, Journeys assessments, MTSS documentation, Lexia data/usage report

G2. Teachers will increase the use of standard based instruction which will lead to an increase in student achievement.(Division Priority - Invest in human capital) 1a

G072622

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	57.0
FSA Mathematics - Achievement	53.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- OCPS Instructional Management System
- Marzano Framework
- CPALMS
- FSA Test Item Specifications
- Hess DOK
- PDS Online

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of familiarity with planning and implementing rigorous standard based lessons

Plan to Monitor Progress Toward G2. 8

Common Assessments, Journey's unit assessments, Lexia/AR data, iObservation data

Person Responsible

Sheila Burke

Schedule

Biweekly, from 9/22/2015 to 5/24/2016

Evidence of Completion

Common Assessments, Journey' s unit assessments, Lexia/AR data, iObservation data

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 and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the content of the grade level Florida standards, thus causing an increase in student achievement.(Division Priority-Accelerate student performance) **1**

 G072621

G1.B1 Teachers' lack of familiarity with differentiated instruction in regards to the new common core standards **2**

 B189490

G1.B1.S1 Increase teacher knowledge by providing professional development on differentiated instructional strategies. **4**

 S200818

Strategy Rationale

Differentiated instructional strategies will lead to increased student achievement for all students.

Action Step 1 **5**

Provide professional development on effective differentiated instructional strategies.

Person Responsible

Matthew Carlyle

Schedule

Monthly, from 9/2/2015 to 5/26/2016

Evidence of Completion

Sign in sheets, reflection logs, exit slips, agenda

Action Step 2 5

Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.

Person Responsible

Sheila Burke

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Sign in sheets, teacher data tracking forms

Action Step 3 5

Teachers will implement differentiated instruction strategies.

Person Responsible

Sheila Burke

Schedule

Daily, from 9/8/2015 to 5/24/2016

Evidence of Completion

Classroom observations, student data, lesson plans

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

iObservation feedback data, classroom observations, PLC meetings

Person Responsible

Sheila Burke

Schedule

Weekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Scaffolding of instruction during classroom observations and effective use of student grouping; Quarterly teacher surveys

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

Lesson plan reviews, iObservation feedback, classroom observations

Person Responsible

Sheila Burke

Schedule

Every 3 Weeks, from 9/8/2015 to 5/26/2016


Evidence of Completion

Lesson plan feedback and observation feedback

G2. Teachers will increase the use of standard based instruction which will lead to an increase in student achievement.(Division Priority - Invest in human capital) 1

 G072622

G2.B1 Teachers' lack of familiarity with planning and implementing rigorous standard based lessons 2

 B189492

G2.B1.S1 Provide ongoing staff professional development on IMS, Hess DOK, Marzano Framework and desired effects and differentiated instructional strategies. 4

 S200821

Strategy Rationale

To increase teacher understanding of the components of rigorous standard based instruction

Action Step 1 5

Teachers will complete trainings on differentiated instructional professional development based on teacher needs assessment data collected at the end of 2014-15, Hess' DOK, and Marzano Framework and desired effects.

Person Responsible

Matthew Carlyle

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Evidence of Completion

Sign in sheets, exit slips, agendas

Action Step 2 5

Teacher implementation of Marzano Elements into lesson plans

Person Responsible

Tamara Collins

Schedule

Every 3 Weeks, from 9/21/2015 to 5/16/2016

Evidence of Completion

lesson plan feedback checklist, iObservation data

Action Step 3 5

The leadership team will observe and document weekly data meetings and PLCs.

Person Responsible

Sheila Burke

Schedule

Weekly, from 10/5/2015 to 5/24/2016

Evidence of Completion

Sign in sheets, teacher data sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Evidence of lesson plans exhibiting Marzano's Design Questions

Person Responsible

Tamara Collins

Schedule

Every 3 Weeks, from 9/14/2015 to 5/23/2016

Evidence of Completion

Teacher understanding of Hess' DOK Levels and Marzano desired effects will be deepened as evidenced through iObservation data (peer, instructional coach, administration), and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher iObservation data

Person Responsible

Sheila Burke

Schedule

Weekly, from 10/5/2015 to 5/23/2016

Evidence of Completion

iObservation (peer, instructional coach, administration)

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	Provide professional development on effective differentiated instructional strategies.	Carlyle, Matthew	9/2/2015	Sign in sheets, reflection logs, exit slips, agenda	5/26/2016 monthly
G2.B1.S1.A1	Teachers will complete trainings on differentiated instructional professional development based on teacher needs assessment data collected at the end of 2014-15, Hess' DOK, and Marzano Framework and desired effects.	Carlyle, Matthew	9/9/2015	Sign in sheets, exit slips, agendas	5/11/2016 monthly
G1.B1.S1.A2	Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.	Burke, Sheila	9/1/2015	Sign in sheets, teacher data tracking forms	5/26/2016 weekly
G2.B1.S1.A2	Teacher implementation of Marzano Elements into lesson plans	Collins, Tamara	9/21/2015	lesson plan feedback checklist, iObservation data	5/16/2016 every-3-weeks
G1.B1.S1.A3	Teachers will implement differentiated instruction strategies.	Burke, Sheila	9/8/2015	Classroom observations, student data, lesson plans	5/24/2016 daily
G2.B1.S1.A3	The leadership team will observe and document weekly data meetings and PLCs.	Burke, Sheila	10/5/2015	Sign in sheets, teacher data sheets	5/24/2016 weekly
G1.MA1	iObservation feedback, Common Assessment, Journey Assessments, Monthly Child-Study team meetings	Burke, Sheila	9/7/2015	Common Assessments, Journeys assessments, MTSS documentation, Lexia data/usage report	5/26/2016 monthly
G1.B1.S1.MA1	Lesson plan reviews, iObservation feedback, classroom observations	Burke, Sheila	9/8/2015	Lesson plan feedback and observation feedback	5/26/2016 every-3-weeks
G1.B1.S1.MA1	iObservation feedback data, classroom observations, PLC meetings	Burke, Sheila	9/8/2015	Scaffolding of instruction during classroom observations and effective use of student grouping; Quarterly teacher surveys	5/26/2016 weekly
G2.MA1	Common Assessments, Journey's unit assessments, Lexia/AR data, iObservation data	Burke, Sheila	9/22/2015	Common Assessments, Journey' s unit assessments, Lexia/AR data, iObservation data	5/24/2016 biweekly
G2.B1.S1.MA1	Teacher iObservation data	Burke, Sheila	10/5/2015	iObservation (peer, instructional coach, administration)	5/23/2016 weekly
G2.B1.S1.MA1	Evidence of lesson plans exhibiting Marzano's Design Questions	Collins, Tamara	9/14/2015	Teacher understanding of Hess' DOK Levels and Marzano desired effects will be deepened as evidenced through	5/23/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				iObservation data (peer, instructional coach, administration), and lesson plans.	

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 and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the content of the grade level Florida standards, thus causing an increase in student achievement.(Division Priority-Accelerate student performance)

G1.B1 Teachers' lack of familiarity with differentiated instruction in regards to the new common core standards

G1.B1.S1 Increase teacher knowledge by providing professional development on differentiated instructional strategies.

PD Opportunity 1

Provide professional development on effective differentiated instructional strategies.

Facilitator

Matthew Carlyle

Participants

Instructional staff K-5

Schedule

Monthly, from 9/2/2015 to 5/26/2016

G2. Teachers will increase the use of standard based instruction which will lead to an increase in student achievement.(Division Priority - Invest in human capital)

G2.B1 Teachers' lack of familiarity with planning and implementing rigorous standard based lessons

G2.B1.S1 Provide ongoing staff professional development on IMS, Hess DOK, Marzano Framework and desired effects and differentiated instructional strategies.

PD Opportunity 1

Teachers will complete trainings on differentiated instructional professional development based on teacher needs assessment data collected at the end of 2014-15, Hess' DOK, and Marzano Framework and desired effects.

Facilitator

Principal (Sheila Burke), Assistant Principal (Tamara Collins), Matt Carlyle (Instructional Coach)

Participants

Instructional staff grades K-5

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Provide professional development on effective differentiated instructional strategies.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0213 - Lawton Chiles Elementary	General Fund		\$9,000.00
2	G1.B1.S1.A2	Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.				\$0.00
3	G1.B1.S1.A3	Teachers will implement differentiated instruction strategies.				\$0.00
4	G2.B1.S1.A1	Teachers will complete trainings on differentiated instructional professional development based on teacher needs assessment data collected at the end of 2014-15, Hess' DOK, and Marzano Framework and desired effects.				\$0.00
5	G2.B1.S1.A2	Teacher implementation of Marzano Elements into lesson plans				\$0.00
6	G2.B1.S1.A3	The leadership team will observe and document weekly data meetings and PLCs.				\$0.00
					Total:	\$9,000.00