

Executive Summary

Lawton Chiles Elementary

Development of Lawton Chiles' 2008-2009 School Improvement Plan is a collaborative effort between the School Advisory Council and the faculty, staff, parents and community members. The goal of Lawton Chiles' School Improvement Plan is to develop school objectives, which strengthen and enhance student achievement and our commitment to educational excellence.

Three climate surveys were used to assess the needs at Lawton Chiles for the 2007-2008 school year. The surveys were done with kindergarten parents, teachers, and parents. Based upon the results of the survey, the following objectives have been written:

Reading: To increase reading achievement in kindergarten through fifth grade by using research based practices that emphasize a balance of literature and explicit skills instruction.

Mathematics: Eighty-five percent of all students will demonstrate a year's worth of growth in basic mathematics skills based on evaluation using the Harcourt basal math criteria.

Writing: To increase written communication in kindergarten through fifth grade by improving instructional strategies, which place an emphasis on focus, organization, elaboration and conventions in written communication. Ninety percent of fourth graders in each demographic group will score 3.5 or higher on the Florida Writes Assessment.

Science: To increase student achievement by focusing on experimentation, problem solving and the use of higher order thinking skills. Eighty-five percent of all students will demonstrate growth in the knowledge and understanding of basic scientific concepts, based on evaluation using the Scott Foresman Science Criteria and/or Sunshine State Standards.

Parental Involvement: Parents will be involved as active participants in their child's education at school.

School Safety and Environment: To decrease bullying and increase physical activity by implementing a researched based program called *Peaceful Playgrounds*.

Technology: To increase the integration of appropriate technology with curriculum in order to meet the Standards of Technology in Education (ISTE) standards. To increase the number of classrooms with Smart Boards by fourteen, seven through the purchase provided by PTA funds and seven through County level grants.

2008 – 2009

SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: Lawton Chiles Elementary

NAVIGATION BAR (SIP components)

SCHOOL NAME

Vision/Mission

School Profile Demographics

Student Achievement Data

School Match

Quality Staff

- Highly Qualified Certified Administrators
- High Quality, Highly Qualified Teachers

Additional Requirements

- Communication with Parents regarding Choice Options
- Extended Learning Opportunities
- School-Wide Improvement Model
- Preschool Transition

Goals

- Reading
 - Objective
 - Budget
 - Instructors
- Mathematics
 - Objective
 - Budget

- Writing
 - Objective
 - Budget
- Science
 - Objective
 - Budget
- Parental Involvement
 - Objective
 - Budget
- Return on Investment
 - Objective
- SAC Members
- Total Budget
- Implementation Evaluation

VISION/MISSION (All Schools)

Belief Statements

Mission: Lawton Chiles has adopted the School Board Mission.

We are committed to the success of every student.

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

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.
- Everybody deserves respect.
- Students will be encouraged to be life long learners.
- Students will learn to respect differences in individuals.
- Students are encouraged to share their opinions.
- 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 on-going between parents and teachers.
- The staff will provide a safe environment for all students.

SCHOOL PROFILE /DEMOGRAPHICS (All Schools)

Lawton Chiles is in its ninth year of operation. Most students live within five miles of the school. Thirty-four, point eighty-three percent of the students are on free and reduced lunch. Parent participation is extremely high.

Student population on June 9, 2008 consisted of:

768 students

53% White

27% Black

7% Asian

7% Multiracial

5% Hispanic

362 Females

406 Males

SCHOOL DATA SUMMARY (All Schools)

Adequate Progress Statement

Describe the adequate progress for your school due to the implementation of this School Improvement Plan.

The data for the 2007-08 FCAT indicates that:

- eighty-four percent of our students are reading on grade level or above
- seventy percent making learning gains in reading, by either improving FCAT levels, maintaining levels 3, 4, 5 or improving more than one year within Level 1 or 2. Our math data shows that
- eighty-two percent are performing on or above grade level on the FCAT math
- sixty-seven percent making learning gains in math.
- ninety-six percent of our students scored a 3.0 or higher on the FI. Writes!
- sixty-six percent of our students are performing on or above grade level in Science.

Adequate progress is based on gains of lowest twenty-five percent of students in reading and math. Fifty-two percent of our struggling readers made a year's worth of progress in reading, with forty-six percent of our struggling math students making a year's worth of progress.

QUALITY STAFF (All Schools)

Highly Qualified, Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Include: names, degrees, years of experience, experience with low performing schools/students, endorsements, etc.

Highly Qualified Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Some schools indicated staff here.

Judy Black, Principal

- Eleven years as a classroom teacher, grades K, 2 and 4. Classes contained students of all abilities. .
- Three years as a Curriculum Resource Teacher, assisting K-5 classroom teachers and resource teachers.
- Four years as an Elementary School Principal.

Kelly Brill, Assistant Principal

- Five years as a Classroom teacher, grades 6-8. Teaching experience included ESE self-contained, ESE Resource and Support Facilitation with students of all abilities
- Three years as an ESE Specialist, Elementary, Middle and High School.
- Five years as a Seminar Leader for the Alachua County Induction Program.
- One year as an Assistant Principal.

High Quality, Highly Qualified Teachers

Describe the actions taken to attract and retain high-quality, highly qualified teachers.

Staff: All staff members are highly qualified as identified by the *No Child Left Behind* Legislation., more than half of them holding a Masters Degrees.

Additional Requirements

Teacher Mentoring

Describe your school's Teacher Mentoring Program.

Beginning teachers participate in the district's induction program and consult with a mentor teacher throughout the year. The administrative team meets three times yearly to review student progress. In addition, the administrators meet three times a year with teachers to analyze Professional Development Plans. Release days are also used for teacher training, peer observations, coaching and mentoring.

School Wide Improvement Model

Describe the research-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

The core curriculum at Chiles consists of a continuous improvement model utilizing a variety of research-based programs including the Harcourt reading and math, Scott Foresman for science, Open Court basals and SRA Direct Instruction. Reading and math instruction is supplemented with Touch Math, STAR Reading and Math, Accelerated Reader, Read Naturally, Reading Fluency, Leap Frog materials, and Mountain Math. Our goal is to help students in all demographic groups make at least one year's worth of growth.

School Advisory Council (All Schools)

(For Charter Schools, Governing Body applies.)

Provide statement that the School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F S. (school improvement)).

Indicate types of duties and activities of SAC members. Describe the district procedures for electing and/or appointing advisory council members.

Provide a statement of how the SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget.

School Advisory Council

Describe the activities of the School Advisory Council.

The School Advisory Council is made up of 16 members representing instructional and non-instructional staff, parents and community members. Meetings are held at least eight times a year to discuss the implementation of our School Improvement Plan, conduct a needs assessment and discuss school issues.

Communication with Parents Regarding Choice Options (SINI Schools and F Schools only)

Extended Learning Opportunities (All Schools)

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Our Extended Day Enrichment Program provides a supervised time every afternoon for students to receive additional help with homework and/or individual tutoring. Third, fourth and fifth grade students, identified as needing additional reading support, receive an additional two hours of reading instruction as well as being eligible for a summer reading program. Tutoring is provided after school during January and February for third through fifth graders at risk for failing the FCAT.

Preschool Transition (Only for Title I schools serving PreK)

GOALS for Each Academic Area (All Schools)

READING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' reading skills. (i.e., FCIM assessments, on On Track benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

FCAT results show while 89% of our white students are reading on grade level only 44% of our black and 46% of Hispanic are reading on grade level. Also only 46% of our students with disabilities are reading on grade level.

Reading Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

To increase reading achievement in kindergarten through fifth grade by using research based practices that emphasize a balance of literature and explicit skills instruction.

OBJECTIVES FOR READING

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- | | |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input checked="" type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Increase percentage of African-American students, enrolled at Chiles September through May, reading on grade level by at least 10 % from FCAT 2008 to FCAT 2009.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Inservice teacher on Macmillan Treasures Reading Program (Teachers) June-August 2008
Implementation Macmillan Treasures Reading Program (Teacher/Principal/CRT) August 2008-
May 2009
Monthly Data Sharing Meeting for every grade level (Teacher/Principal/CRT) September
2008-May 2009
Maintain the use of Direct Instruction programs for at-risk students (Teachers) August 2008-
May 2009
Provide protected time blocks for reading/language arts in regular education classes in
kindergarten through 5th grade (Principal) August 2008- May 2009
Maintain use of Skills for School Success and agendas in 3rd through 5th grades and use of
folders to ensure communication to parents and organizational skills for students (Teachers)
August 2008- May 2009
Use FCAT Explorer and FCAT Test Tools with 3rd, 4th, and 5th graders in the computer lab
(Teachers) August 2008- May 2009
Monitor students' reading progress through regularly scheduled Benchmark Testing and
analyze data from norm referenced and Treasures assessment tests along with Direct
Instruction tests to identify student needs to adjust instruction and grouping
(Teacher/Principal/CRT) September 2008-May 2009

Maintain an FCAT Reading Support Group within the school day for additional instruction in reading for 3rd graders until FCAT Testing and continue with selected 2nd graders through May pending funding and staff allocations

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Eighty-five percent of the students in grades one through five will score 80% or above in reading on the Treasures, Early Interventions in Reading, Kaleidoscope, or Reading Mastery Assessments.

Or

65% percent of third through fifth graders will score at Level 3 or higher on the FCAT.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

MacMillan Treasures, Kaleidoscope, DIBELS, Reading Mastery, Corrective Reading, Edmark, Leap Frog Program, STAR, STAR Early Literacy, Accelerated Reader, Great Leaps, Early Intervention in Reading

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Initial and follow up Treasures Reading Inservice and coaching for Direct Instruction for new teachers or teachers who change grade levels June 2008- August 2008

Inservice all faculty on new software that supports Treasures August 2008-October 2009

Inservice on FCAT reading, writing, and skill development for new teachers and teachers who change grade levels August 2008-September 2009

Provide training for Skills for School Success as needed August 2008- September 2009

Inclusion strategies for meeting the needs of individual students with deficiencies and/or disabilities August 2008-January 2009

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

Provide instruction through inclusion, resource, or self-contained, depending on students disabilities (Teachers) August 2008-May 2009

Additional reading instruction during classroom physical education time. (Teachers) September 2008-May 2009

Review data collected at each grade level during monthly meetings at each grade level

(Teachers/Principal/CRT) September 2008-May 2009
If funds are available, provide an after school tutoring program for below level readers
(Principal/Teachers) January 2009-February 2009

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Sixty percent of the students with disabilities enrolled from September to March will score 3 or higher on the 2009 FCAT assessment

And

Eighty-five percent of the students in grades one through five will score 80% or above in reading on the Treasures, Early Interventions in Reading, Kaleidoscope, or Reading Mastery Assessments.

Or

65% percent of third through fifth graders will score at Level 3 or higher on the FCAT.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

MacMillan Treasures, Kaleidoscope, DIBELS, Reading Mastery, Corrective Reading, Edmark, Leap Frog Program, STAR, STAR Early Literacy, Accelerated Reader, Great Leaps, Early Intervention in Reading

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Training teachers on implementation of Macmillan Treasures Reading program June 2008-May 2009

Meeting monthly with reading teachers to review data September 2008-May 2009

3. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Increase percent of economically disadvantaged students reading on grade level on the FCAT 2009 reading assessment by at least 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Instruction through inclusion where appropriate (Teachers) August 2008-May 2009)

Additional instruction in reading during classroom physical education time (Teachers) August 2008-May 2009

Meeting monthly with reading teachers to review data at each grade level

(Teachers/Principal/CRT) September 2008-May 2009

If funds are available, provide an after school tutoring program for below level readers
(Principal/Teachers) January 2009-February 2009

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Fifty-three percent of economically disadvantaged students will score 3 or higher of the FCAT 2009 reading assessment.

And

Eighty-five percent of the students in grades one through five will score 80% or above in reading on the Treasures, Early Interventions in Reading, Kaleidoscope, or Reading Mastery Assessments.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

MacMillan Treasures, Kaleidoscope, DIBELS, Reading Mastery, Corrective Reading, Edmark, Leap Frog Program, STAR, STAR Early Literacy, Accelerated Reader, Great Leaps, Early Intervention in Reading

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Inservice teachers on Macmillan Treasures Reading June 2008-May 2009

4. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

Increase percentage of lowest our lowest quartile making learning gains in reading by at least 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Additional instruction in reading during classroom physical education time. (Teachers) August 2008-May 2009

Review assessment data during monthly reading meetings at each grade level.

(Teachers/Principal/CRT)

If funds are available, provide an after school tutoring program for below level readers
(Principal/Teachers) January 2009-February 2009

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

50% of our lowest quartile of students will make learning gains on the FCAT 2009 Reading Assessment
 And
 Eighty-five percent of the students in grades one through five will score 80% or above in reading on the Treasures, Early Interventions in Reading, Kaleidoscope, or Reading Mastery Assessments.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

MacMillan Treasures, Kaleidoscope, DIBELS, Reading Mastery, Corrective Reading, Edmark, Leap Frog Program, STAR, STAR Early Literacy, Accelerated Reader, Great Leaps, Early Intervention in Reading

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Inservice teachers on implementation of Macmillan Treasures Reading Program June 2008-May 2009

BUDGET: [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Reading: MacMillan Treasures, Reading Mastery, Early Interventions in Reading, Kaleidoscope EarlyReading Tutor, Read-Aloud Library Vocabulary, Comprehension and Writing, SRA Phonemic Awareness	District Funds Textbook Funds	\$3000.00	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional				

Development				
	Reading: After School FCAT tutoring, Professional Development materials in reading, substitutes to release teachers for Student Progress meetings.	School Improvement CREATE Advanced Placement		5000.00
Other				
		Total:	\$3000.00	\$5000.00

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by assignment and certification area, as well as any related endorsement.

All kindergarten-fifth grade teachers are highly qualified teachers of reading. Three teachers are certified in Reading Certification and one teacher holds the Florida State Reading Endorsement. The Curriculum Resource Teacher is certified in Reading kindergarten-twelfth grade and is an Advanced Direct Instruction Reading Coach.

J. Altier, K. Stobbie, J. Robertson, L. Glanville, B. Stauffer, D. George – Kindergarten Certified
 A. Clark, K. Ramey, J. Karpf, R. Davis, K. Mariani, R. Simonds, J. Thompson – 1-6 Certified
 M. Leon, S. Bowles, S. Siorek, C. Bryan, J. Loftus, M. Eubank - 1-6 Certified
 S. Cox, A. Pricher, S. O'Connor, R. Van Boven, L. Hurley – 1-6 Certified
 C. Nichol, A. Harris, S. Surrency, K. Purvis – 1-6 Certified
 M. Stokes, D. Cooper, N. Henkel – 1-6 Certified
 L. Bosarge, G. Goldfedder, D. Warner, J. Gonzalez – ESE Certified

GOALS

MATHEMATICS

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress

monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

FCAT 2008 Math Instruction results:

82% students meeting high standards in math (91% white students, only 37% African/American)

67% making learning gains in math

46% of lowest quartile making learning gains in math

38% economically disadvantaged scoring at or above grade level in math

49% students with disabilities scoring at or above grade level in math

Mathematics Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Increase percentage of students performing at or above grade level on FCAT 2009 by twenty percent in each subgroup.

Or

Eighty-five percent of all students will demonstrate a year's worth of growth in basic mathematics skills based on evaluation using the Harcourt Basal Math Criteria.

OBJECTIVES FOR MATHEMATICS

Please write an objective for each subgroup that does not meet state or NCLB requirements.

Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

African-American

Hispanic

White

American Indian

Asian

Students with Disabilities

Economically Disadvantaged

Limited English Proficiency

Lowest 25% performing students on FCAT

Level 1 Students

Improved performance in tested strands

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Percentage of African-American students scoring at or above grade level will increase by at least 10% comparing FCAT Math 2008 to FCAT Math 2009.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

Provide math instruction 60 minutes daily through certified teachers.

Provide additional math instruction at least 2 blocks weekly at 30 minutes each through

Teachers will implement a variety of differentiated instructional methods, including but not limited to Responsive Classroom, Cooperative Learning, flexible grouping for instruction and remediation, Sunshine Math, and learning styles

Multi-sensory materials including, but not limited to, Touch Math, Mountain Math, Math Their Way, Saxon, Orchard software, Calendar Math, Excel, manipulatives, and Harcourt software will be used to increase opportunities for achievement

Critical thinking skills and test-taking strategies will be taught to assist students to improve math scores and prepare for standardized math assessments

The Gifted Program will provide basic and accelerated math instruction to enrich gifted students in grades 1-5

Provide for inclusion of ESE students in mainstreamed math classes where appropriate

A parent involvement night with support of a business partner will provide an opportunity for students to experience real world math problems

Provide a consistent math curriculum for at-risk students

Administer Harcourt & Benchmark Assessments periodically

Meet monthly to review periodic assessments

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

50% of Chiles African-American students enrolled September 2008 through May 2009 will score at or above grade level on the FCAT Math 2009 assessment

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Harcourt Math
Saxon Math
Touch Math
Every Day Math

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

GEMS training
Kagan Training
Presentation of revised math Sunshine State Standards by Betsy Seymour

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Increase percentage of students with disabilities scoring at or above grade level of the 2009 FCAT math assessment by at least 10% .

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Provide math instruction 60 minutes daily through certified teachers.
Provide additional math instruction 2 blocks weekly at 30 minutes each through certified teachers.
Administer Harcourt & Benchmark Assessments periodically
Meet monthly to review periodic assessments
Teachers will implement a variety of differentiated instructional methods, including but not limited to Responsive Classroom, Cooperative Learning, flexible grouping for instruction and remediation, Sunshine Math, and learning styles
Multi-sensory materials including, but not limited to, Touch Math, Mountain Math, Math Their Way, Saxon, Orchard software, Calendar Math, Excel, manipulatives, and Harcourt software will be used to increase opportunities for achievement
Critical thinking skills and test-taking strategies will be taught to assist students to improve math scores and prepare for standardized math assessments
Provide for inclusion of ESE students in mainstreamed math classes where appropriate
Provide a consistent math curriculum for at-risk students

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

55% of Chiles students with disabilities enrolled September 2008 through May 2009 will score at or above grade level on the FCAT Math 2009 assessment

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Harcourt Math

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

3. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Increase the percentage of economically disadvantaged students performing at or above grade level on the 2009 FCAT Math assessment by 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Provide math instruction 60 minutes daily through certified teachers.
Provide additional math instruction 2 blocks weekly at 30 minutes each through certified teachers.
Administer Harcourt & Benchmark Assessments periodically
Meet monthly to review periodic assessments
Teachers will implement a variety of differentiated instructional methods, including but not limited to Responsive Classroom, Cooperative Learning, flexible grouping for instruction and remediation, Sunshine Math, and learning styles
Multi-sensory materials including, but not limited to, Touch Math, Mountain Math, Math Their Way, Saxon, Orchard software, Calendar Math, Excel, manipulatives, and Harcourt software will be used to increase opportunities for achievement
Critical thinking skills and test-taking strategies will be taught to assist students to improve math scores and prepare for standardized math assessments
Provide for inclusion of ESE students in mainstreamed math classes where appropriate
Provide a consistent math curriculum for at-risk students

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

55% of Chiles economically disadvantaged students enrolled September 2008 through May 2009 will score at or above grade level on the FCAT Math 2009 assessment

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Harcourt

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

4. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Increase the percentage of students in our lowest quartile performing making gains in math on the 2009 FCAT Math Assessment level by 10%

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Provide math instruction 60 minutes daily through certified teachers.
Provide additional math instruction 2 blocks weekly at 30 minutes each through certified teachers.
Administer Harcourt & Benchmark Assessments periodically
Meet monthly to review periodic assessments
Teachers will implement a variety of differentiated instructional methods, including but not limited to Responsive Classroom, Cooperative Learning, flexible grouping for instruction and remediation, Sunshine Math, and learning styles
Multi-sensory materials including, but not limited to, Touch Math, Mountain Math, Math Their Way, Saxon, Orchard software, Calendar Math, Excel, manipulatives, and Harcourt software will be used to increase opportunities for achievement
Critical thinking skills and test-taking strategies will be taught to assist students to improve math scores and prepare for standardized math assessments
Provide for inclusion of ESE students in mainstreamed math classes where appropriate
Provide a consistent math curriculum for at-risk students

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Percentage of students in our lowest quartile making gains will be 50%

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Harcourt

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
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Research-Based Program(s) (Instructional Materials)	Math: Alternative programs ESE/EXCEL	School Improvement	\$500.00	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Math: Flashmasters (provide practice for +, -, x, ÷)	School Improvement	200.00	
Professional Development	Math: National Math Conference, AIMS workshop, GEMS workshop, Mountain Math Training, Summer Institutes, Training on manipulatives			
Other	Math: After school tutoring, Dynamath, Stanford 10 Resources	School Improvement Plan	1000.00	
		Total	1,700.00	

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by assignment and certification area, as well as any related endorsements.

All teachers are certified quality instructors at their instructional level.
 J. Altier, K. Stobbie, J. Robertson, L. Glanville, B. Stauffer, D. George – Kindergarten Certified
 A. Clark, K. Ramey, J. Karpf, R. Davis, K. Mariani, R. Simonds, J. Thompson – 1-6 Certified
 M. Leon, S. Bowles, S. Siorek, C. Bryan, J. Loftus, M. Eubank - 1-6 Certified
 M Dozier, P. Little – 1-6 Certified
 B. Blackwood, R. Ford, C. Nichol – 1-6 Certified
 G. Nichol, E. Taylor – 1-6 Certified
 L. Bosarge, G. Goldfedder, D. Warner, J. Gonzalez – ESE Certified
 B. Seymour, D. Bosarge, T. Lapcevic, D. Christian – Gifted Certified

GOALS

SCIENCE

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

Sixty-six percent of our fifth grade students scored 3 or higher on the 2008 FCAT Science Assessment.

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Increase the percentage of fifth grade students scoring 3 or higher on the 2009 FCAT Science Assessment.

OBJECTIVES FOR SCIENCE

1. **Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART).

Increase the percentage of fifth grade students scoring 3 or higher on the 2009 FCAT Science Assessment by 10 %.

Strategies: These are actions to be taken in order to achieve the objective. List strategies in priority order.

Include list by grade level of resources available
Faculty members will encourage scientific communication skills in the form of lab reports; letter based on scientific method, articles, etc.
Create grade level activities to correlate with units – (i.e., art tiles for new building)
Faculty members will plan science units incorporating the use of hands on experiments
Use community resources available for the teaching of science
Correlate science supplies to units taught at each grade level
Continue to assign staff to oversee science inventory and resources
Explore sending faculty members to science related workshops
Provide for inclusion of ESE students in mainstreamed science classes where appropriate
Technology will be integrated with the instruction of science where appropriate
Fifth grade teachers will provide FCAT vocabulary for all grade levels to incorporate when teaching science
The gifted program will provide science enrichment opportunities for grades 3-5
Inservice – Technology and textbook correlation

Evaluation: Identify how you will measure progress to achieve your objective. Be specific.

Percentage of fifth grade students scoring 3 or higher on the 2009 FCAT Science Assessment will be 73%

Research-Based Program:

Identify the research-based science program used.

Scott Foresman Basal Science Program

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by assignment and certification area, as well as any related endorsements.

All teachers are certified quality instructors at their instructional level.
 J. Altier, K. Stobbie, J. Robertson, L. Glanville, B. Stauffer, D. George – Kindergarten Certified
 A. Clark, K. Ramey, J. Karpf, R. Davis, K. Mariani, R. Simonds, J. Thompson – 1-6 Certified
 M. Leon, S. Bowles, S. Siorek, C. Bryan, J. Loftus, M. Eubank - 1-6 Certified
 M Dozier, P. Little – 1-6 Certified
 B. Blackwood, R. Ford, C. Nichol – 1-6 Certified
 G. Nichol, E. Taylor – 1-6 Certified
 L. Bosarge, G. Goldfedder, D. Warner, J. Gonzalez – ESE Certified
 B. Seymour, D. Bosarge, T. Lapcevic, D. Christian – Gifted Certified

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

The parent climate survey was returned by forty-nine percent of the parents. Their input revealed that the majority of parents agree that:

- Ninety percent of parents agree or strongly agree that parents have access to teachers and staff.
- Eighty-one percent of parents agree or strongly agree that the school informs parents about school activities.
- Eighty-eight percent of parents agree or strongly agree that the teachers and staff encourage parental involvement.

Forty-nine staff members completed the staff climate survey. Their input revealed that:

- Eighty-two percent of the staff agree or strongly agree that teachers, administrators, parents and students share responsibility for maintaining discipline.
- Ninety-six percent of the staff agree or strongly agree that the parent organization is considered important by the school staff.
- Ninety-four percent of the staff agree or strongly agree that the parents are encouraged to share ideas for school improvement with administration and staff.

Goal Statement:

Increase Parental Involvement

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Objective must be measurable.

At least eighty-five percent of parents will participate in at least one classroom activity, conference, PTA or SAC sponsored event during the 2008-2009 school year

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

Maintain a PALS (Parents As Liaisons) Program for new parents
Provide parent workshops and "How To" sessions (3rd grade FCAT, 4th Grade Florida Writes – K-1 Readers)
Utilize the Phone Home System to inform parents of upcoming events
Provide ongoing volunteer opportunities
Create an alternate conference schedule, such as offering evening conferences
Provide opportunities for parents to participate in grade level culminating activities
Provide a Newsletter and/or Web sites with information from each grade level
Parents will be informed regarding parenting workshops, literacy programs, School Advisory Committee meeting and volunteer opportunities by web site, newsletter, school sign, phone home, and home visits

Communication with all parents will occur through Weekly Folders in grades K-1 (Communication Folder) and Agendas in grades 2-5
 Conduct a new parent meeting to be held in August
 Communicate with neighborhood liaisons about school events
 Maintain Parent Information Bulletin Board outside office
 Grade levels maintain supply of folders for new parents, to include how parents receive information from that grade level
 Maintain Lawton Chiles Elementary web site
 Art, Music, Physical Education rooms open during "Meet the Teacher" for parents
 Parents will be required to pick up their child's first report card

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Data from the 2007-2008 climate survey and parent involvement documentation recorded by each teacher

Research-Based Program:

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Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

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BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional				

Development				
Other				
		Total:		

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

1. Goal Statement

To decrease bullying and increase physical activity by implementing a researched based programs.

Goal Description

Purchase more equipment for the Peaceful Playground
 Implement Character Education Program
 Conduct Responsive Classroom training for new teachers
 Grade level teacher duty in the cafeteria (breakfast) and outside during dismissal

2. Goal Statement

Goal Description

3. Goal Statement

Goal Description

SAC MEMBERS:

List SAC members by name and identify position/role of each person.

See Attached

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

IMPLEMENTATION EVALUATION (Previously adequate progress)

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts:

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?