Lawton Chiles Middle School

2021-22 Schoolwide Improvement Plan

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Lawton Chiles Middle School

8190 NW 197TH ST, Hialeah, FL 33015

http://lcms.dadeschools.net/

Demographics

Principal: Stephanie Tudor

Start Date for this Principal: 12/6/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (59%) 2016-17: B (61%)
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	
* 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 Dade 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.](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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We the faculty and staff of Lawton Chiles Middle School will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work place literacy and productive citizens of our community.

Provide the school's vision statement.

The Lawton Chiles Middle School faculty, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment for all students.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Tudor, Stephanie M.	Principal	Oversee the daily activities and operations within the school. Managing the budget, hiring teachers and other personnel. Handling disciplinary matters. Ensuring the school environment is safe for all students and staff.
Rodriguez, Alex	Assistant Principal	Oversee daily activities and operations, coordinate school support operations, utilizing knowledge of curriculum and instruction to improve student achievement, evaluate instructional programs and personnel, coordinate campus functions and activities, implement policies and procedures, and analyze and interpret data to improve school effectiveness.
Erice-Raymond, Christine	Teacher, ESE	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Edwards, Naomi	Reading Coach	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Bennett, Pat	Teacher, K-12	Provides guidance on school-wide activities, participates in student data collection activities, assists in data analysis, collaborate with department members to implement intervention for students, and assists teachers regarding data-based instructional planning.
Cooper, Michelle	Teacher, K-12	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Ramirez, Yania	Teacher, K-12	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students, and assist teachers regarding data-based instructional planning.
Maseda, Christina	School Counselor	Provides guidance on school and district student service plans/mental health, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.

Demographic Information

Principal start date

Wednesday 12/6/2017, Stephanie Tudor

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

593

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

9

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	157	169	267	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	26	17	51	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	8	9	30	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	17	16	10	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	27	54	0	0	0	0	95
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	22	49	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	89	141	0	0	0	0	290

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	18	22	56	0	0	0	0	96

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	0	0	0	3	1	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	183	279	274	0	0	0	0	736
Attendance below 90 percent	0	0	0	0	0	0	14	48	40	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	7	29	3	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	14	7	9	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	53	50	0	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	49	57	0	0	0	0	127

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	20	53	45	0	0	0	0	118

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	0	0	0	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	54%	53%	56%	53%
ELA Learning Gains				56%	58%	54%	54%	56%	54%
ELA Lowest 25th Percentile				45%	52%	47%	48%	52%	47%
Math Achievement				59%	58%	58%	58%	56%	58%
Math Learning Gains				61%	56%	57%	57%	56%	57%
Math Lowest 25th Percentile				45%	54%	51%	47%	55%	51%
Science Achievement				49%	52%	51%	56%	52%	52%
Social Studies Achievement				69%	74%	72%	74%	73%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison						
07	2021					
	2019	49%	56%	-7%	52%	-3%
Cohort Comparison		-54%				
08	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	58%	-7%	55%	-4%
Cohort Comparison						
07	2021					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison		-51%				
08	2021					
	2019	47%	40%	7%	46%	1%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	98%	68%	30%	67%	31%	
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	68%	73%	-5%	71%	-3%	
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	91%	63%	28%	61%	30%	

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	54%	43%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

ELA/Math: iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring (PowerBi Dashboard)
Civics/Science: Mid-Year Assessment Data (PowerBi Dashboard)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.9	31.9	37.0
	Economically Disadvantaged	21.9	29.6	36.8
	Students With Disabilities	4.0	12.0	21.7
	English Language Learners	5.9	6.3	26.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.5	35.2	46.0
	Economically Disadvantaged	23.4	33.6	42.2
	Students With Disabilities		8.0	20.8
	English Language Learners		12.5	35.3

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.0	49.3	38.3
	Economically Disadvantaged	35.1	37.8	48.1
	Students With Disabilities	6.7	6.7	14.8
	English Language Learners		3.7	11.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.3	40.8	50.4
	Economically Disadvantaged	23.9	38.5	48.9
	Students With Disabilities		6.7	7.1
	English Language Learners	4.2	7.4	7.4
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	62	0
	Economically Disadvantaged	0	59.0	0
	Students With Disabilities	0	15.0	0
	English Language Learners	0	19.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.8	48.4	55.3
	Economically Disadvantaged	34.4	45.9	51.7
	Students With Disabilities	14	13	26.7
	English Language Learners		6.7	6.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.8	41.1	49.8
	Economically Disadvantaged	28.3	37.6	46.8
	Students With Disabilities	6.5	11.1	25.0
	English Language Learners	6.3	20.0	25.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	20.0	0
	Economically Disadvantaged	0	21.0	0
	Students With Disabilities	0	15.0	0
	English Language Learners	0	0.0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	30	31	14	24	36	24	10	42		
ELL	26	42	45	27	30	37	19	35	50		
BLK	53	44	56	45	32	38	46	69	68		
HSP	46	46	41	40	27	31	45	51	64		
WHT	58	55		50	55						
FRL	44	43	41	37	28	30	41	51	61		
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	19	38	32	21	38	33	16	36			
ELL	41	53	45	46	52	41	38	65	84		
BLK	46	49	41	52	61	49	34	66	76		
HSP	58	58	46	60	60	43	55	70	81		

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
WHT	60	57		67	64						
FRL	52	56	45	56	59	44	47	65	78		
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	21	45	42	29	43	38	30	31	64		
ELL	24	43	52	38	38	25	30	64	72		
ASN	50	50		90	70						
BLK	50	52	39	54	58	60	60	61	84		
HSP	54	55	51	57	56	40	52	79	83		
WHT	57	44		78	77		79		81		
FRL	52	53	48	56	57	46	53	74	80		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the 2019 Demographic Subgroup Data Performance, less than 25% of ESE students have reached ELA and Math proficiency, and less than 50% of ELL students have reached ELA and Math proficiency. Additionally, FSA student assessment data for the 2020-2021 school year indicates that less than 25% of ESE students have reached ELA and Math proficiency, and less than 40% of ELL students have reached ELA and Math proficiency. According to the 2020-2021 i-Ready Diagnostic Data comparison in ELA and Math, the 7th-grade students had the least amount of growth in proficiency in ELA, and 8th-grade students had the least amount of growth in proficiency in Math.

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

The data components that demonstrate the greatest need for improvement are ESE student achievement in ELA and Math and the improvement of the ELL student achievement in ELA and Math. According to the 2019 Demographic Subgroup Data Performance, less than 25% of ESE students have reached ELA and Math proficiency, and less than 50% of ELL students have reached ELA and Math proficiency.

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

The contributing factor to this need for improvement is the achievement gap between these subgroups (ELL & ESE) and the rest of the student population. By implementing data-driven decision making where students and teachers take ownership of data results by incorporating differentiated instruction, we will continue to support the needs of all learners by developing and using strategies that focus on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and conducting data chats that will assist teachers in targeting the ELL and ESE subgroups. We will also encourage teachers to use research-based strategies such as differentiated instruction, small group instruction, and common board configuration. In addition, state testing will be administered by a subgroup with less than 20 students.

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

The data component that demonstrated the most improvement was the 7th-grade growth in Math Proficiency in i-Ready. 7th-grade students improved a total of 23.1 percentage points between AP1 and AP3. 8th-grade students showed the most improvement in ELA proficiency between AP1 and AP3, increasing 17 percentage points. According to the 2020-2021 i-Ready Data comparison, the 6th-grade students scored the lowest proficiency in ELA and Math.

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

The contributing factors that led to this improvement were the consistency of using i-Ready with fidelity and providing individualized instruction through teacher-assigned i-Ready lessons. Lawton Chiles implemented monthly data-driven data chats to discuss student progress and instructional strategies aligned to tested standards. In addition, teachers met weekly in collaborative planning sessions that focused on district pacing guides linked to instructional resources.

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

The strategies that will need to be implemented in order to accelerate learning are individual Student-Centered Data Chats/ Collaborative Data, Standards-Aligned instruction, Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities such as, Before and After School Tutoring, Standard-Based Collaborative Planning, and Push-In/Pull-Out Intervention-RTI.

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

The PLST will develop small group sessions on using data to differentiate and drive instruction. They will provide steps on how to access their student data and how to utilize the data to individualize instruction. The Reading Coach will also continually support teachers with the implementation of data chats and individualized feedback.

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

Department leaders will be required to conduct monthly data chats through department meetings. Collaborative planning will be scheduled weekly in which teachers and administrators will discuss strategies being implemented school-wide based upon iReady Diagnostic and District assessments. During leadership meetings, department leaders will learn how to conduct department data chats, access data, and strategies to utilize the data to individualize instruction. The administration will conduct walkthroughs of department meetings to ensure fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that less than 25% of ESE students have reached ELA and Math proficiency, and less than 50% of ELL students have reached ELA and Math proficiency according to the 2019 Demographic Subgroup Data Performance. Additionally, less than 25% of ESE students have reached ELA and Math proficiency, and less than 40% of ELL students have reached ELA and Math proficiency, according the the FSA data for the 2020-2021 school year. This data shows that we are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the ELL and ESE students to access grade-level content to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our ELL and ESE students will increase by a minimum of 10 percentage points, as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will ensure that differentiated instruction is consistently taking place daily. Teachers will engage in weekly common planning sessions and provide DI assignments tailored to the ELL and ESE students. Administrators will review lessons plans weekly for differentiated instruction as a result of common planning sessions. Extended learning opportunities will be provided to all students (specifically ELL and EDE) not making adequate progress or needing remediation. Teachers will also create and provide students with individual student-centered data chats, specific corrective feedback, and the use of ELL strategies.
Person responsible for monitoring outcome:	Stephanie M. Tudor (pr6161@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our ELL and ESE students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers use relevant, recent, and aligned data to plan lessons customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/23 - 10/11 - Teachers will share and create DI best practices and lesson plans during weekly collaborative planning.

Person Responsible	Naomi Edwards (naomik@dadeschools.net)

8/30 - 10/11 - Administration will monitor the implementation of Differentiated practices through weekly administrative walk-throughs and review DI lesson plans that result from weekly collaborative planning.

Person Responsible	Alex Rodriguez (302388@dadeschools.net)

9/8 - 10/11 - Instructional Coach will conduct small group professional development sessions that will assist teachers with analyzing student data to help them group their students for Differentiated Instruction.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

9/13 - 10/11 - Target expert teachers in the area of Differentiated Instruction and conduct learning walks.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

11/1 - 12/17 - Instructional Coach will formulate and conduct small group professional development sessions that will assist teachers with analyzing student data to help them group their students for Differentiated Instruction.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

11/1 - 12/17 - Instructional Coach will assist teachers in analyzing data and strategically grouping students in DI groups.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

1/31 - 4/29 - Reading Teachers will work with Reading Coach and ELA CIS to implement rotations in the READ 180 and System 44 programs with emphasis on DI that is hyperlinked in the District Pacing Guides.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

1/31 - 4/29 - The Reading Coach will attend monthly professional development sessions that incorporate Florida's Formula for Reading Success with the Coaching Cycle. These professional developments will assist the reading coach in providing coaching cycles for teachers in the area of Differentiated instruction.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the area of Collaborative Planning based on our findings that demonstrated patterns in proficiency levels across subgroups, grade levels, and subject areas. These patterns can be further analyzed to identify instructional strategies that will lead to positive trends. Collaboration among teachers will promote learning and constructive feedback that occurs during professional discussions among teachers. This will eliminate the achievement gap while accelerating all students to their full academic potential.
Measurable Outcome:	If we successfully implement Collaborative Planning, then our L25 students will increase by a minimum of 10 percentage points, as evidenced by the 2022 State Assessments.
Monitoring:	School department leaders will be required to conduct weekly department meetings. School grade level leaders will be required to conduct monthly grade-level meetings. L25 students will be reviewed monthly by grade level to observe progress. The administration will conduct walkthroughs of department and grade-level meetings to ensure fidelity.
Person responsible for monitoring outcome:	Stephanie M. Tudor (pr6161@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Collaborative Data Chats. Collaborative data chats will assist in analyzing student performance data to create a systematic approach to future instruction. Collaborative data chats will be monitored through the use of administration walkthroughs of department and grade-level meetings.
Rationale for Evidence-based Strategy:	Collaborative data chats will ensure teachers analyze student performance data to determine how that information will be used to drive future instruction. In addition, teacher needs are supported as it relates to additional assistance needed in the classroom and how both administration and support staff can assist teachers with those needs.

Action Steps to Implement

8/30 - 10/11 -Administrators will be present and active contributors in the collaborative planning process.

Person Responsible	Stephanie M. Tudor (pr6161@dadeschools.net)

8/30 - 10/11 - Teachers will share best practices during collaborative planning and guide one another in implementing different research-based practices such as standards-aligned instruction, collaborative data chats, and data-driven instruction.

Person Responsible	Naomi Edwards (naomik@dadeschools.net)

8/30 - 10/11 - Departments will work closely with the instructional coach to analyze data and focus on developing effective lesson plans.

Person Responsible	Naomi Edwards (naomik@dadeschools.net)

8/30 - 10/11 - Collaborative planning sessions should end with a tangible product that teachers can implement in their classroom instruction, such as DI assignments and Lesson Plans.

Person Responsible	Alex Rodriguez (302388@dadeschools.net)

9/8 - 10/11 - Administrators will conduct walk-throughs, looking for standards-based instruction, differentiated instruction, and data-driven instruction.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

9/13 - 10/11 - Departments will conduct data chats with administrators, teachers, and students in an effort to plan for data-driven instruction utilizing PowerBi/Performance Matters as well as iReady.

Person Responsible Naomi Edwards (naomik@dadeschools.net)

11/1 - 12/21 - Department heads will focus on making collaborative planning sessions more focused and targeted towards the improvement of student data by ensuring that teachers are implementing standards-aligned instruction, collaborative data chats, and data-driven instruction.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

11/1 - 12/21 - The electives department will meet collaboratively with the core academic subjects and determine effective strategies that the elective classes can implement to help support the core subject areas.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

1/31 - 4/29 - Departments will conduct data chats with administrators, teachers, and students to discuss the results of AP2 and Mid-Year Assessments in an effort to plan for data-driven instruction that prepare students for the FSA and EOC Assessments.

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

1/31 - 4/29 - Based on the results of AP2 and Mid-Year assessments, departments will develop an action plan that will target students that have made insignificant progress.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains and proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction to improve student outcomes. With consistent student incentives, our attendance will increase by 6 percentage points by June 2022.
Monitoring:	The School Leadership Team will work to connect with families who struggle with attendance (6+ absences), identify the root cause for absences, and create a plan of action to ensure students can be present daily. The Administration will assign faculty or support personnel members to mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. Student Services and Administration will plan regular student incentives to promote consistent student attendance.
Person responsible for monitoring outcome:	Stephanie M. Tudor (pr6161@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored weekly to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the School Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/30 - 10/11 Attendance and Student Services Staff will begin targeting students once they reach 3 unexcused absences. Parents will be called and informed about the school's attendance policy. This will start to develop staff and parent relationships.

Person Responsible	Christina Maseda (c.maseda@dadeschools.net)

8/30 - 10/11 - Attendance and Student Services staff will issue an attendance contract to students once they've reached 6 unexcused absences. They will also be informed of the school's attendance policy and reminded that once they reach 10 unexcused absences, they will be unable to participate in school-wide events. They will also plan and develop a strategy to improve the student's attendance.

Person Responsible	Christina Maseda (c.maseda@dadeschools.net)

8/30 - 10/11 - Attendance and Student Services will issue a Truancy Letter at 10 unexcused absences to request the parent's presence at a Truancy Conference.

Person Responsible	Christina Maseda (c.maseda@dadeschools.net)

8/30 - 10/11 - The Administration will implement a rewards/incentives plan that rewards students with perfect attendance every nine weeks. This will help to improve student morale and will, in turn, improve our overall attendance. Students placed under quarantine will not be penalized.

Person Responsible   Alex Rodriguez (302388@dadeschools.net)

8/30 - 10/11 - The Administration will implement "Project Soar," which will strongly encourage the staff to make "staff-student" connections, which will create positive relationships between teachers and students that will positively impact academic performance, attendance, and overall perception about the school.

Person Responsible   Christina Maseda (c.maseda@dadeschools.net)

11/1 - 12/21 - Student Services and Mental Health Counselors will facilitate parent meetings for at-risk students that have 10 or more unexcused absences.

Person Responsible   Christina Maseda (c.maseda@dadeschools.net)

11/1 - 12/21 - The administration will implement a quarterly "Attendance & Citizenship Ice Cream Social" that will reward students for good behavior and attendance during the grading period.

Person Responsible   Alex Rodriguez (302388@dadeschools.net)

1/31 - 4/29 - The Administration will implement a rewards/incentives plan that rewards students with perfect attendance on a monthly basis. Students placed under quarantine will not be penalized.

Person Responsible   Alex Rodriguez (302388@dadeschools.net)

1/31 - 4/29 - Attendance and Student Services staff will conduct monthly parent meetings that will focus on educating parents about Social Emotional issues that are facing our students and the resources offered at our school. The information provided in these meetings will include the importance of school attendance.

Person Responsible   Christina Maseda (c.maseda@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. We want to develop teacher leaders by involving all teachers in school-wide initiatives and ensuring they are well-informed. By involving all teachers in school-wide initiatives and providing the opportunity to further teacher learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through weekly department meetings. This will be realized through an increase of teachers strongly agreeing with the statement "I feel my ideas are listened to and considered' on the staff school climate survey.
Monitoring:	The Leadership Team will identify specific staff members who are experts in areas that will lead with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Stephanie M. Tudor (pr6161@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. Leadership capacity will be built among all members of the school community. The teachers, staff, parents, and principals will work together to solve problems and create an engaging school climate that fosters student learning.
Rationale for Evidence-based Strategy:	Shared leadership will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem-solve solutions. Throughout this process, the LT will create buy-in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/30 - 10/11 - The Administrative Staff will conduct a survey that reveals teacher strengths and desires for professional growth. Based on survey results, the administration will provide opportunities for teachers to take on leadership roles.

Person Responsible	Alex Rodriguez (302388@dadeschools.net)

8/30 - 10/11 - The administration will target expert teachers and conduct learning walks. The expert teachers will then have the opportunity to share their best practices with all the departments at faculty meetings.

Person Responsible	Alex Rodriguez (302388@dadeschools.net)

8/30 - 10/11 - The Administration will expand the leadership team and create different leadership roles that will help our school better service our students, parents, community, and stakeholders.

Person Responsible	Stephanie M. Tudor (pr6161@dadeschools.net)

8/30 - 10/11 - The Administration will create incentives to reward teachers that take on leadership roles.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

11/1 - 12/21 The administration will identify and recognize teachers who exemplify leadership qualities and play an active role in the development of others. One teacher will be recognized every faculty meeting and they will be awarded the "Eagle Trophy."

Person Responsible Stephanie M. Tudor (pr6161@dadeschools.net)

11/1 - 12/21 - The Administrative staff will work closely with the PLST to provide professional development for aspiring teacher leaders.

Person Responsible Alex Rodriguez (302388@dadeschools.net)

1/31 - 4/29 - A committee of teacher leaders have been selected to assist the administrative staff with improving student attendance and morale. The committee will implement interventions and initiatives that will allow them to take on a leadership role.

Person Responsible Michelle Cooper (mtaylor@dadeschools.net)

1/31 - 4/29 - Teacher leaders will be given the opportunity to develop an incentive plan for students that will increase student attendance and motivation. The teacher leaders will have to present the plan to the faculty and monitor its implementation.

Person Responsible Michelle Cooper (mtaylor@dadeschools.net)

1/31 - 4/29 - A committee of teacher leaders have been selected to assist the administrative staff in implementing interventions that will help to improve overall attendance and student morale.

Person Responsible Michelle Cooper (mtaylor@dadeschools.net)

1/31 - 4/29 - A committee of teacher leaders will develop a new incentive plan that will help to improve student attendance and morale. The committee will be responsible for the implementation and progress monitoring of the incentive plan.

Person Responsible Michelle Cooper (mtaylor@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Lawton Chiles Middle School reported 3.6 incidents per 100 students, less than the middle school state average, which is 4.2 incidents per 100 students. The primary area of concern is student attendance which will assist in narrowing the absence gap amongst our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety, Support, Care, and Connections. Our school creates experiences to engage with parents and families throughout the year to ensure they have the necessary information to support their children. We provide opportunities for parents to be engaged through grade level zoom meetings, including teachers, parents, counselors, administrators, and all other stakeholders. Students are supported through the Eagle mentorship programs such as SOAR, Do the Right Thing, and SEL initiatives. The PLST team provides staff team-building opportunities that encourage RJP, technology, and DI. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through a trickle-up effect from the classroom to the department meetings to the leadership team. We also ensure that all stakeholders provide information through faculty, ESSAC, parent meetings, e-mails, school messenger, Remind, the school website, social media, and paper correspondence. We continue to build our skill-set in ensuring our classrooms foster the highest level of engagement and learning.

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

The stakeholders responsible for fostering a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, and Counselors (our School Leadership Team). The stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship programs and ensure all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders.