

Polk County Public Schools

Lawton Chiles Middle Academy



2022-23 Schoolwide Improvement Plan

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Lawton Chiles Middle Academy

400 FLORIDA AVE N, Lakeland, FL 33801

<http://www.lcmaknightsonline.com/>

Demographics

Principal: Angela Price

Start Date for this Principal: 7/14/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (67%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Polk County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

<p>Year</p>	<p>2021-22</p>	<p>2020-21</p>	<p>2019-20</p>	<p>2018-19</p>
<p>Grade</p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>A</p>

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 are an internationally-minded community committed to fostering curious minds in an educational environment that produces resilient, respectful and empathetic students, empowering them to exemplify academic integrity and exhibit responsiveness to our ever-changing global community.

Provide the school's vision statement.

The Lawton Chiles Middle Academy family, consisting of students, faculty, staff, parents, and the community are partners in guiding our students' education by:

- Developing a high interest in all academic areas with an emphasis on math, science, and technology;
- Enabling students to maximize the development of their talents in music and the arts;
- Providing a safe and orderly environment that is student-centered;
- Promoting high expectations academically, socially and technologically;
- Equipping students to work at their highest capability;
- Stressing verbal and written communication;
- Focusing on the development of critical thinking and problem-solving skills;
- Integrating real world situation into the classrooms;
- Encouraging an acceptance of cultural differences, ideas, feelings and talents through cooperative learning and social skills development;
- Linking technology to learning in the classroom and developing proficiency in computer usage; and
- Demonstrating strong parent support and commitment for the education of their child.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Price, Angela	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Lavelle, Erin	Reading Coach	The School-based Coaches are responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They are also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.
Hanson, Deborah	Other	Testing Coordinator for all progress monitoring / quarterly assessments as well as all state / district testing.
Julius, Gretchen	Teacher, K-12	Ensure that all students learn the basic and essential skills for each subject area and grade level taught.
Palagano, Shing	Assistant Principal	assist Principal in all things school-related

Demographic Information

Principal start date

Thursday 7/14/2022, Angela Price

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

661

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	216	203	200	0	0	0	0	619
Attendance below 90 percent	0	0	0	0	0	0	22	20	21	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	42	27	37	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	27	24	21	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	28	18	27	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	0	0	0	0	44	38	38	0	0	0	0	120

Using the table above, complete the table below with the number of students by current grade level who have 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	8	9	10	0	0	0	0	27

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	10	6	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/28/2022

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	220	201	212	0	0	0	0	633
Attendance below 90 percent	0	0	0	0	0	0	4	4	6	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	24	19	14	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	13	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	9	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	28	35	0	0	0	0	102

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	41	35	41	0	0	0	0	117

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

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	220	201	212	0	0	0	0	633
Attendance below 90 percent	0	0	0	0	0	0	4	4	6	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	24	19	14	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	13	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	9	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	28	35	0	0	0	0	102

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	41	35	41	0	0	0	0	117

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	40%	50%				75%	48%	54%
ELA Learning Gains	55%						63%	52%	54%
ELA Lowest 25th Percentile	39%						46%	48%	47%
Math Achievement	68%	34%	36%				79%	50%	58%
Math Learning Gains	57%						59%	50%	57%
Math Lowest 25th Percentile	53%						44%	48%	51%
Science Achievement	66%	40%	53%				73%	44%	51%
Social Studies Achievement	80%	49%	58%				90%	72%	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	2022					
	2019	71%	48%	23%	54%	17%
Cohort Comparison						
07	2022					
	2019	73%	42%	31%	52%	21%
Cohort Comparison		-71%				
08	2022					
	2019	82%	48%	34%	56%	26%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	77%	47%	30%	55%	22%
Cohort Comparison						
07	2022					
	2019	74%	39%	35%	54%	20%
Cohort Comparison		-77%				
08	2022					
	2019	53%	35%	18%	46%	7%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	72%	41%	31%	48%	24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	70%	20%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	50%	48%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	20	15	13	24	30	8	27			
ELL	47	34	30	37	42	45		25			
ASN	94	76		90	76		95	100	94		
BLK	51	48	31	48	59	57	40	63	68		
HSP	69	52	35	58	47	38	61	71	76		
MUL	82	69		76	40						
WHT	77	54	51	79	58	59	74	87	82		
FRL	56	53	34	49	52	51	45	65	62		

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	22	15	11	30	26	19		50			
ELL	45	50	48	45	31	35		100			
ASN	94	72		96	51		100	95	97		
BLK	56	45	29	48	31	25	37	67	77		
HSP	68	56	51	70	45	41	63	100	73		
WHT	79	60	45	80	45	40	76	93	81		
FRL	55	46	33	52	33	28	44	75	67		

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	45	48	31	45	57	53					
ELL	23	55	42	45	58	57	23	38			
ASN	87	80		98	77		89	100	97		
BLK	58	49	41	59	43	27	62	82	66		
HSP	68	64	46	67	55	40	57	80	63		
MUL	87	60		87	67						
WHT	83	66	49	88	65	65	81	95	77		
FRL	60	55	46	60	48	36	53	79	44		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
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	50
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Subgroups including Students with Disabilities, ELL students and African American students tend to have lower proficiency data as compared to their peers.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on statewide assessments in Spring 2022, 8th-grade math proficiency declined from 44% to 22%. In addition, students taking Algebra declined in proficiency from 96% to 86% and students taking Geometry declined from 96% to 90%.

Based on statewide assessments in Spring 2022, 6th-grade ELA proficiency declined from 74% to 69%. 7th-grade declined from 73% to 70%.

Based on statewide assessments in Spring 2022, 7th-grade Civics proficiency declined from 87% to 81%.

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

Contributing factors that led to a need for improvement include multiple staff changes, absenteeism of students/staff and technology challenges.

A contributing factor to the deficiency in 8th grade math is that students scoring a level 3 or above on the previous state assessment were placed into Algebra, leaving students who scored a level 1 or 2 taking the 8th grade math assessment. In addition, many of the students who scored a level 1 or 2 were in a classroom with a long-term substitute teacher for much of Semester 2.

A contributing factor to the decline in proficiency ELA is staff turnover. For the first nine weeks, 7th-grade students were with a long-term substitute teacher in ELA. In addition, two other teachers were new to the department, resulting in three-fifths of the department lacking tenure at the school.

There are a number of new actions that will be taken in order to address this need for improvement.

Utilizing technology to differentiate instruction based upon student need/absences will help address this need for improvement.

The decline in 8th grade math proficiency can be addressed through earlier identification of deficiencies. Utilizing the Spring Data from 2022 will assist with proper placement of students. Students requiring interventions will have the opportunity for small-group, teacher-led instruction.

Professional development/implementation of differentiated instruction will assist students in reaching proficiency or making gains in their learning in areas of Math and ELA. Professional Development in aligning tasks to specified benchmarks will assist with improving delivery of overall instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the statewide assessment Spring 2022, proficiency in 8th-grade ELA increased from 72% to 73%. In addition, 7th-grade Math proficiency increased from 61% to 64%.

Based upon STAR progress monitoring, 6th-grade students showed an increase in overall proficiency from 58% at the start of the year to 65% at the end of the year. 7th-grade students showed an increase in overall proficiency from 64% at the start of the year to 69% at the end of the year.

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

For improvement concerning ELA proficiency, new actions taken by the school included increased guided collaborative planning sessions concerning the effective utilization of new ELA materials and resources and the intentional design of standardized summative assessments. The school community also incorporated enhanced data chats from administration to teachers and teachers to students. Teachers and students then worked collaboratively to set appropriate and attainable learning goals and determine the action steps necessary to progress toward those goals. Portfolio review and student-led data chats with parents contributed to student ownership of data and increased opportunities for

students to articulate their progress and growth areas. In addition, students who were underperforming in multiple academic areas during the course of the year were identified and provided with interventions and opportunities for small-group or individualized instruction. Portfolio review and student-led data chats with parents contributed to students owning their data and being able to articulate their progress and growth areas.

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

All students will receive standards-aligned instruction to improve and maintain student achievement in core content areas, specifically ELA and Math. Intentional planning, implementing, and monitoring of students will impact student learning and assist them in maintaining high levels of proficiency. Professional development opportunities will be provided at the school to support teachers and leaders. Teachers will be provided extended learning activities to accelerate student thinking and learning and to teach to the rigor of the requisite benchmark or standard.

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.

Teacher support will include standards-based training, specifically concerning the Learning Arc and Instructional Framework, differentiation techniques and strategies for implementation. In addition, teachers will have opportunities to practice aligning tasks to identified standards and benchmarks, along with individualized feedback concerning the effectiveness of alignment. Teachers will receive subject-specific methodology training through the International Baccalaureate Organization. This will include strategies for designing assessments that provide the opportunity for all students to demonstrate depth of knowledge of standards, incorporate student choice, and promote student engagement and accountability. Additional support will be provided for strategies to assure that students from all subgroups have meaningful and equitable access to the curriculum.

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

Sustainability will be ensured through the implementation of recommendations from the International Baccalaureate Organization accreditation team and through ongoing professional development opportunities to support the fidelity of the practices. In addition, the Leadership Team will incorporate the Standards Walkthrough Tool to monitor standards-aligned instruction in each content area.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data from the 2021-2022 FSA show a general proficiency loss in all content areas: Science - 2% proficiency loss Civics - 6% proficiency loss Math - 6th - 3% proficiency loss Math - 7th - 3% proficiency loss Math - 8th - 22% proficiency loss Alg - 10% proficiency loss Geom - 6% proficiency loss ELA - 6th - 5% proficiency loss ELA - 7th - 3% proficiency loss ELA - 8th - 1% proficiency gain
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show a minimum of +1% proficiency increase for all grades/content as well as 3% just below the proficiency line of becoming proficient.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress-monitoring data offered by district-level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

Angela Price (angela.price@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Monitor students engaging in equivalent experiences aligned to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

TNTP's The Opportunity Project speaks to the relationship between academic success and ensuring students are able to engage in grade-level standards-based expectations. It is imperative we both monitor for aligned and planned for teachers' understanding of the Benchmarks and aligned task and assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Step 1 -- Create a calendar for leadership team calibration walks.

Person Responsible Shing Palagano (shing.palagano@polk-fl.net)

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Step 2 -- Train leadership team on walkthrough tool in first two calibration walks.

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Sep 3 -- Conduct calibration walks until team shows 90-100% calibrated consistency with rationale.

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Step 4 -- Add SWT data review to every leadership team meeting agenda.

Person Responsible Shing Palagano (shing.palagano@polk-fl.net)

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Step 5 -- Establish protocol to review data including evidence in SWT.

Person Responsible Shing Palagano (shing.palagano@polk-fl.net)

Strategy 1 -- Standards Walkthrough Tool Monitoring

Action Step 6 -- Monitor impact between data review from SWT and planning per content/course/grade level.

Person Responsible Angela Price (angela.price@polk-fl.net)

#2. Positive Culture and Environment specifically relating to School-wide Community

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

In "Shaping School Culture,." Terrance Deal and Kent Peterson found that "Creating a positive school culture increases productivity school-wide, supports successful change and school improvement, improves the motivation of both students and staff, and most importantly, focuses attention and behavior on what is valued and important." Positive Culture and Environment are essential to both staff performance and student growth. Focusing on the school's culture will yield positive results school-wide.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Survey Data will show a minimum of +1% increase in positive school culture.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Survey will be administered three times per year. The Leadership Team collect and analyze data. The team will then share results with the school-wide community.

Person responsible for monitoring outcome:

Deborah Hanson (deborah.hanson@polk-fl.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Provide recognition for members of the school-wide community contributing to positive school culture through monthly celebrations.
2. Provide support for members of the school-wide community through feedback and intentional communication.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. The National School Boards Association states that strong, positive culture is a factor in teacher retention.
2. Feedback is rated at 0.7 of Hattie's effect size list. (Dec. 2017). Marzano: Classroom Instruction that works: Research-based Strategies for Improving Student Achievement. Teachers understand that the way they do their work has a significant impact on student results -- for better or worse. Involves stopping teachers from using other factors (i.e., home influence, poverty, lack of motivation) as an excuse. Making a difference despite hindrances. Collective Teacher Efficacy is rated at a 1.57 of Hattie's effect size. (Dec. 2017)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 - Provide recognition for members of the school-wide community contributing to positive school culture through monthly celebrations.

Action Step 1 - Create the Calendar of Monthly Celebrations

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy 1 - Provide recognition for members of the school-wide community contributing to positive school culture through monthly celebrations.

Action Step 2 - Recognize Student of the Month

Person Responsible Elaine Chilson (elaine.chilson@polk-fl.net)

Strategy 1 - Provide recognition for members of the school-wide community contributing to positive school culture through monthly celebrations.

Action Step 3 - Recognize You Rock Award

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy 1 - Provide recognition for members of the school-wide community contributing to positive school culture through monthly celebrations.

Action Step 4 - Conduct monthly Principal Council

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy - 2. Provide support for members of the school-wide community through feedback and intentional communication.

Action Step 1 - Conduct weekly leadership meetings

Person Responsible Angela Price (angela.price@polk-fl.net)

Strategy - 2. Provide support for members of the school-wide community through feedback and intentional communication.

Action Step 2 - Meet quarterly with identified students

Person Responsible Erin Lavelle (erin.lavelle@polk-fl.net)

Strategy - 2. Provide support for members of the school-wide community through feedback and intentional communication.

Action Step 3 - Train leadership team on Coaching Cycle

Person Responsible Shing Palagano (shing.palagano@polk-fl.net)

Strategy - 2. Provide support for members of the school-wide community through feedback and intentional communication.

Action Step 4 - Assign specific leadership members to each area

Person Responsible Angela Price (angela.price@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Lawton Chiles Middle Academy (LCMA) is an International Baccalaureate World School. International Baccalaureate (IB) Middle Years Programme (MYP) is based on research-based practices with the focus on the development of the global citizenship. All IB World Schools undergo an extensive programme evaluation process every five years. LCMA has just gone through the process for the 2022 IB MYP evaluation. Stakeholders, including parents, students, and community members, participated in comprehensive interviews with visiting evaluators. School staff provided documentation and evidence of the efficacy of LCMA's IB Middle Years Programme. LCMA address building a positive school culture and environment in an assortment of ways in regards to IB Middle Years Programme. The student agenda contains the Learner Profile, Approaches to Learning, the Academic Integrity Policy, and a variety of ways for students to track their data, including MYP data. There is an opportunity for parents/guardians to attend a Portfolio Night each semester with the focus of students sharing their progress monitoring data. Teachers embed the Learner Profile and Approaches to Learning within their lessons.

In addition to an International Baccalaureate focus, LCMA also promotes a positive environment by showcasing students through participation in competitions, student displays around the school, and with the use of our ITV program, Knights Vision. LCMA also implements a Knights in Training/Chivalry (KIT card) which promotes our school-wide discipline plan. The KIT card helps students monitor their behavior and is a communication tool for home. Positive reinforcement of chivalrous acts are indicated on the Chivalry card. Both our School Advisory Council and Parent Teacher Student Organization are involved in our school and regular meetings are held to discuss school improvement opportunities and student needs.

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

School-based administration leads the charge in promoting a positive culture and environment for the school by creating a welcoming and safe academic environment for students, parents, teachers/staff, and community members; having an open-door policy where all voices are valued and heard; and modeling high expectations for self and others. Teachers fairly and consistently support diverse learners, model expectations, teach engaging lessons, and collaborate together to ensure an optimal learning environment.

Support staff work together to create a welcoming environment and support the mission and vision of the school.

Parent and parent groups, such as PTSO and SAC, interact with school staff with like-minded goals and students' best interests at heart. Parent groups help guide policies and engage in a shared decision-making process.

Students are encouraged to put forth their best effort every day and help to hold each other accountable. Community members are invited to the school to help prepare students for the world beyond the school walls.