

Orange County Public Schools

Lawton Chiles Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Willis, Erin	Principal	The principal provides a common vision and direction for Lawton Chiles Elementary School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year, and that curriculum and instruction are aligned to grade-level specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.
Astone, Matthew	Assistant Principal	The assistant principal works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. The assistant principal oversees operations, facilities, and discipline, and helps create a supportive environment for all students, staff, and stakeholders.
Bryant, Alysha	Staffing Specialist	The Staffing Specialist monitors the ESE population of students, including the ESE unit on campus. The Staffing Specialist is part of the MTSS team and also completes ESE documentation for compliance. The Staffing Specialist facilitates IEP and 504 meetings as well as assists with the implementation and monitoring of the support facilitation model on campus and helps to monitor the academic progress of students with disabilities.
Martinez, Lauren	Instructional Coach	The instructional coach provides content area support across grade levels. The instructional coach works with the grade-level teams as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. As part of the instructional support team, the coach models lessons and plans with teams and teachers with the alignment of instructional strategies. The instructional coach provides professional development opportunities for teachers and leads PLCs on lesson planning for the ELA block.
Roscoe, Alison	Curriculum Resource Teacher	The Curriculum Resource Teacher (CRT) manages instructional resources on campus and works with classroom teachers and school staff to determine appropriate resources to support student learning needs. The The testing coordinator, the teacher organizes and prepares the school and teachers for testing. The CRT also serves as the testing coordinator and provides professional development as it relates to testing.
Hawkins, Marsela	Instructional Coach	The instructional coach provides content area support across grade levels. The instructional coach works with the grade-level teams as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. As part of the instructional support team, the coach models lessons and plans with teams and teachers with the alignment of instructional strategies. The instructional coach provides professional development

Name	Position Title	Job Duties and Responsibilities
		opportunities for teachers and leads PLCs on lesson planning for math instruction.
West, Layla	Dean	Provides support for behavioral MTSS decision-making processes, helps to organize and assist in proper documentation and compliance, monitors discipline and implements behavior management strategies as well as facilitates reward systems, and ensures all paperwork is in compliance with the District and the State. Monitors the fidelity and implementation of the behavior systems on campus to ensure student engagement in learning and maintain a positive school culture.
Poor-drewes, Sarah	Behavior Specialist	The behavior specialist provides information on behavior interventions being implemented, supports and advises classroom teachers to ensure effective classroom management strategies are being implemented, and works directly with students in regard to their behavior. The behavior specialist is part of the use of SEL strategies to support students. The behavior specialist works with the ESE team, School Counselor, and staffing specialist to provide information on student behavioral data, and prior history of behavior, and monitors behavioral interventions that are being implemented.
Zabel, Beth	Other	Tier 1 Teacher leader monitors students' academic progress, works with classroom teachers and other school staff to determine appropriate interventions for students, as well as organizes parent-teacher conferences relative to MTSS procedures.
Jensen, Samantha	School Counselor	The guidance counselor collaborates on school-wide initiatives to increase student achievement. The guidance offers classroom guidance and small group counseling throughout the school year to meet student social and emotional needs and works with outside agencies to provide additional counseling for students upon parent request. The guidance counselor is a member of the MTSS team and works closely with the teachers and other school staff to determine appropriate interventions for students.
	Instructional Media	Instructional Media supports the District and school-wide initiatives implemented by the leadership and instructional staff. As the leader in the use of technology, she is the coordinator for all digital media. She provides professional development on the use of digital devices for teachers, students, and parents. In addition to supporting digital learning throughout the school, she facilitates several reading programs and supports the instructional coaches.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Annually we conduct a staff debrief where we take the input of the staff and relevant parents and community members. As a part of that process, we utilize parent and staff surveys to ensure to include the input as part of the new School Improvement Plan. Using this input, we draft tentative goals and objectives. We hold public parental involvement meetings with school stakeholders before the school year to give feedback on the plan. After seeking that feedback, we will invite our School Advisory Committee to review the School Improvement Plan to give any last-minute adjustments. Pending approval of the SAC, we will utilize the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We utilize the benchmarks (including estimated timelines for implementation). As part of our regular administrative team meetings, we will regularly report on the areas based on the person who is responsible. We will track the implementation and the data. This data will be reported to the SAC monthly, and adjustments and reflections will be made as appropriate. A portion of the SIP will also be reported biweekly in a spotlight segment of the "Lawton Ledger" (parent newsletter).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	8	25	28	29	32	0	0	0	122
One or more suspensions	0	0	0	1	3	3	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	1	8	0	0	0	9
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	4	0	3	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	2	0	5	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	3	7	0	0	0	10

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	4	23	0	0	0	28

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	2	1	12	20	0	0	0	36
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	0	1	3	0	8	0	0	0	0	12
Course failure in Math	0	0	0	1	4	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	17	14	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	11	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	21	19	0	0	0	40

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	1	22	20	0	0	0	47

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	2	1	12	20	0	0	0	36
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	0	1	3	0	8	0	0	0	0	12
Course failure in Math	0	0	0	1	4	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	17	14	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	11	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	21	19	0	0	0	40

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	1	22	20	0	0	0	47

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	57	53	48	56	56	49		
ELA Learning Gains				60			52		
ELA Lowest 25th Percentile				52			55		
Math Achievement*	49	60	59	63	46	50	61		
Math Learning Gains				73			61		
Math Lowest 25th Percentile				73			70		
Science Achievement*	65	63	54	64	61	59	50		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	49			37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	1	
ELL	44			
AMI				
ASN				
BLK	46			
HSP	55			
MUL				
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	56			
AMI				
ASN				
BLK	46			
HSP	62			
MUL	50			
PAC				
WHT	69			
FRL	58			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			49			65					58
SWD	26			23			33				5	53
ELL	36			45			55				5	58
AMI												
ASN												
BLK	52			33			56				4	
HSP	51			49			66				5	60
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	59			65			75				4	
FRL	47			47			61				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	60	52	63	73	73	64					49
SWD	19	46	38	35	70	63	48					56
ELL	35	55	60	56	72	74	45					49
AMI												
ASN												
BLK	41	48		39	57							
HSP	48	61	61	64	75	76	62					51
MUL	36			64								
PAC												
WHT	60	60		74	72		79					
FRL	41	57	55	58	71	72	60					51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	52	55	61	61	70	50					37
SWD	13	35	50	44	62	69	16					36
ELL	41	43		55	52		39					37
AMI												
ASN												
BLK	52			55								
HSP	50	52	63	61	57	71	47					37
MUL												
PAC												
WHT	48	64		61	64		60					
FRL	44	43	60	56	56	67	43					31

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	54%	3%	54%	3%
04	2023 - Spring	49%	60%	-11%	58%	-9%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	59%	-13%	59%	-13%
04	2023 - Spring	55%	62%	-7%	61%	-6%
05	2023 - Spring	51%	55%	-4%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	59%	3%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was ELA achievement, specifically 3rd-grade ELA achievement. While there was growth of almost 30% from the first progress monitoring assessment, there was a 3% loss of achievement for 3rd grade from the FSA 2022 to FAST 2023 crossover. Contributing factors may have included teachers new to the grade level, a shift in standards, the adjustment to a computer-based format, increased absences among students and staff, and ongoing behavior issues.

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

The data component that showed the greatest decline from the prior year was Math achievement, specifically 4th-grade math. While there was almost 50% growth from the first progress monitoring assessment, there was almost a 5% loss of achievement for 4th grade from the FSA 2022 to FAST 2023 crossover. Contributing factors may have included teachers new to the grade level, a shift in standards, the adjustment to a computer-based format, increased absences among students and staff, and ongoing behavior issues.

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

The data component that had the greatest gap when compared to the state average was 3rd grade Math achievement with a 13% achievement gap. Contributing factors may have included teachers new to the grade level, a shift in standards, the adjustment to a computer-based format, increased absences among students and staff, and ongoing behavior issues.

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

The data component that showed the greatest improvement was 5th grade ELA. The scores improved more than 30% from the first progress monitoring assessment and compared to last year's 5th grade ELA achievement improved by 11% as compared to the 2022 school year. The 5th-grade teachers worked together during PLCs to align their understanding of the standards and consistently had data conversations regarding student achievement throughout the school year. Additionally, teachers had a common understanding of their classroom data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance/truancy is an area of concern based on early warning sign data.

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

1. Increase ELA achievement on the statewide assessment
2. Increase Math achievement on the statewide assessment
3. Increase bottom quartile learning gains for Math and ELA achievement on statewide assessments
4. Increase overall student learning gains for Math and ELA achievement on statewide assessments
5. Improve overall student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lawton Chiles Elementary will focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning standards-based lessons coupled with delivering rigorous instruction to include effective monitoring of student progress toward learning and the implementation of B.E.S.T. standards. Based on the results from the 2022-2023 F.A.S.T assessment, there is a need for instruction to be more rigorous by building the instructional capacity of the classroom teachers in ELA and Math. There were 51% of students proficient in reading and 51% of students proficient in math on the F.A.S.T assessment.

Measurable Outcome:

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

The measurable outcome to be attained as part of this plan is to increase reading achievement from 51% to 56% and math achievement from 51% to 61%.

Monitoring:

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

The school leadership team will engage in strategic coaching cycles to ensure that the implementation of planned instruction is standards-aligned. Classroom walkthroughs will be conducted with a focus on the school's instructional look-fors. After the completion of observations, school leadership will provide feedback to teachers on the benchmark/standard alignment of their lessons. Actionable feedback will be shared during the weekly PLCs to address walkthrough trends. Special emphasis will be placed on closing the achievement gap for students with exceptionalities and English Language Learners. Equally important, consistent, streamlined, and explicit written and verbal feedback from the administration on instructional practices, school-wide, will be culturally embedded to enhance pedagogical practices. Student common assessments and F.A.S.T data will also be used to monitor the effectiveness of instruction.

Person responsible for monitoring outcome:

Erin Willis (erin.willis@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will create and implement differentiated instruction geared toward meeting the needs of each student. The Instructional leadership team will monitor data from common unit assessments, implementation of intervention programs, SIPPs, which is a researched, evidenced-based intervention, ExactPath, Heggarty, Successmaker, and SAVASS. The instructional leadership team will support the development and implementation of small group instruction including push-in support. Additionally, the staffing specialist will work with teachers to ensure proper support services.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of the researched, evidence-based interventions listed above will allow our instructional staff to implement and monitor the progression of learning of students in both reading and math. Our goals for this year call for an increase in overall achievement. In order to accelerate learning to produce achievement, teachers need to be efficient in their instruction. Small group differentiation allows for instruction to be tailored to student needs. A focus on prerequisite skills will allow our lowest achieving students to gain the skills needed to better access the curriculum. Finally, a focus on independent practice will help both the

students and teachers better understand the expectations of the benchmarks and better inform actions to improve prior to assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Leadership will analyze and disaggregate multiple data, such as FAST results, SuccessMaker, common assessments, and other relevant and available program data, in order to establish baseline student academic needs for teachers.

Person Responsible: Matthew Astone (matthew.astone@ocps.net)

By When: August 2023

Leadership will support teachers in implementing small group differentiated instruction through work in PLCs and through monthly differentiated professional learning opportunities.

Person Responsible: Marsela Hawkins (marsela.hawkins@ocps.net)

By When: Ongoing

Leadership will utilize the OCPS walkthrough instrument to inform instructional coaching and support in the area of small group instruction in order to increase teacher capacity and narrow the achievement gap. This support will include a system by which teachers can observe and be coached in the use of the models.

Person Responsible: Erin Willis (erin.willis@ocps.net)

By When: August and then ongoing.

Teachers will systematically track student progress (FAST progress monitoring, common assessments, classroom assessments), have structured conversations regarding grade level data during PLCs and implement planned small group instruction with the support of the leadership team.

Person Responsible: Cheyenne Gutzmore (cheyenne.gutzmore@gmail.com)

By When: Ongoing

Leadership will support teachers in designing differentiated instruction that meets the full depth of the standard through work in PLCs and through monthly differentiated professional learning opportunities.

Person Responsible: Lauren Martinez (lauren.martinez@ocps.net)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance at Lawton Chiles Elementary has been a concern over the past year and the leadership team is looking to improve attendance and decrease early dismissals. 24% of students were absent 10% or more days in the 2022-23 school year. These specific action steps will impact the early warning indicator of students with 10% more absences to see a decrease in students that this is impacting.

Measurable Outcome:

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

As a result of focusing on improved attendance and decreased early dismissals, Lawton Chiles Elementary will decrease the number of students with 10% or more absences by 10%.

Monitoring:

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

We will conduct monthly meetings with our social worker, our Parent-Engagement Liaison, and our attendance clerk to review student attendance concerns as part of our MTSS process.

Person responsible for monitoring outcome:

Matthew Astone (matthew.astone@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lawton Chiles will implement a researched, evidence-based Positive Behavior Intervention System (PBIS). The PBIS, CHAMPS, will be utilized as an additional researched, evidence-based practice to support the overall system.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with truancy concerns have a strong correlation to low levels of achievement (you have to be present to learn). Thus, by providing a PBIS, students will have additional incentives for attending school and staying the entire school day.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly meetings with the PEL, social worker and attendance clerk will review students who are experiencing attendance issues.

Person Responsible: Matthew Astone (matthew.astone@ocps.net)

By When: Monthly, ongoing

Quarterly Level Up Meetings to remind students of expectations around campus for our PBIS system, including attendance.

Person Responsible: Layla West (layla.west@ocps.net)

By When: Quarterly

Parent conferences based on attendance concerns and reports from teachers and attendance clerk.

Person Responsible: Matthew Astone (matthew.astone@ocps.net)

By When: As needed

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Our progress monitoring data for the 2022-2023 school year indicates that 40% of our kindergarten students, 27% of our first-grade students, and 47% of our second-grade students are not on track to score a level 3 or above on the statewide ELA assessment. No grades in kindergarten through second grade have greater than 50% of students not on track to score below a level three on state assessments. Our area of focus for our K-2 instructional practice is implementing small group differentiated instruction to support foundational skills development and reading comprehension. Small group instruction will be skill-based and tailored to student needs. There will be a focus on developing awareness of the segments of sounds in speech and how they link to letters, and teaching students to decode words, analyze word parts, and write and recognize words.

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

Our 2021-2022 progress monitoring and state assessment data indicate that 55% of our third-grade students, 49% of our fourth-grade students, and 41% of our fifth-grade students are not on track to score a level 3 or above on the statewide ELA assessment. Our area of focus for our 3-5 instructional practice is implementing small group differentiated instruction to support reading comprehension. Small group instruction will be skill-based and tailored to student needs. There will be a focus on building students' decoding skills so they can read complex multisyllabic words.

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 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 Measurable Outcomes

Grades K-2 were not displaying 50% or more of students below the 40th percentile.

Grades 3-5 Measurable Outcomes

Third grade was the only grade where less than 50% of the students scored a level three or above on the 2022-2023 state assessment. Third grade will increase the percentage of students scoring level 3 or higher from 45% to 51%.

Monitoring

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 impact student achievement outcomes.

Our area of focus will be monitored using a variety of formative assessments, including classroom common assessments, iReady growth monitoring, and diagnostic assessments, mini-assessments for individual benchmarks, and the FAST Assessments. Additionally, monitoring will occur through weekly reading walks.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Willis, Erin, erin.willis@ocps.net

Evidence-based Practices/Programs

Description:

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. §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?

Practice guide strategies meet ESSA's strong level of evidence:

-use of the foundational pieces of the optional daily slides (Teach students to decode words, analyze word parts, and write and recognize words.)

-Haggerty (Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (teach students to decode words, analyze word parts, write and recognize words, and build students’ decoding skills so they can read complex multisyllabic words.)

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Our goals for this year call for an increase in student learning gains and overall achievement. In order to accelerate learning to produce learning gains and achievement, instruction will need to be efficient.

Small group differentiation allows for instruction to be tailored to student needs. A focus on prerequisite skills will allow our lowest achieving students to gain the skills needed to better access the curriculum.

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
Leadership will support teachers in implementing small group differentiated instruction through work in PLCs and through monthly differentiated professional learning opportunities.	Martinez, Lauren, lauren.martinez@ocps.net
Leadership will use principles of responsive facilitation to support and implement the cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of small-group differentiation strategies through observation and data analysis, provide targeted feedback to teachers for improvement, and engage teachers in ongoing professional development within common planning times and instructional coaching cycles.	Martinez, Lauren, lauren.martinez@ocps.net
Leadership will lead professional learning on the science of reading, with information specific to foundational skills for Kindergarten through 2nd grade. This professional learning may occur in PLCs or during professional development times.	Martinez, Lauren, lauren.martinez@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The SIP, UniSIG budget and SWP will be disseminated to stakeholders in a variety of ways:

1. Shared on our school website at: <https://lawtonchileses.ocps.net/>
2. Shared and discussed monthly at School Advisory Committee Meetings
3. Visually shared during at least two PTA meetings throughout the year

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build positive relationships with parents, families and community stakeholders through numerous events throughout the school year:

1. Family Engagement Plan will be posted on our school website at: <https://lawtonchileses.ocps.net/>
2. Monthly School Advisory Committee Meetings
3. Monthly PTA meetings
4. Summer Events - Popsicles with the Principal; Media Center Open Days
5. Open House

- 6. Merry Math Night
- 7. Literacy Night

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has on staff a Guidance Counselor along with an itinerant Social Worker and School Psychologist. While the Guidance Counselor supports academics, she is also available to provide counseling, school-based mental health services and coordinates with the Social Worker and School Psychologist as needed to ensure that all students needs are being met outside the academic subject areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The PBIS system includes tier 1 implementation in the classroom, tier 2 behaviors being addressed by leadership team and non-classroom support staff and tier 3 behaviors are addressed by the dean and assistant principal. The system includes a description of what behaviors are included at each tier. The system also includes a number of preventative strategies that teachers can use including a Hecoon Hiccup that allows teachers and students to process through a behavior together and restore the relationship at the same time. Schoolwide expectations will be taught at the beginning of the year and reviewed throughout the year. Teachers will submit classroom behavior plans so that school members outside of the classroom are able to support the plan when intervening in the classroom. Coordination is occurring during this process with the MTSS coach and the Staffing Specialist. Twice per month, the MTSS team will meet to discuss recurring behavioral concerns and whether MTSS for behavior will be needed. Coordination is occurring during this process with the MTSS coach and the Staffing Specialist.

Twice per month, the MTSS team will meet to discuss recurring behavioral concerns and whether MTSS for behavior will be needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school will be implementing two pathways towards professional learning throughout the year. In one avenue, the school will focus on "Grow Your Own PD" where teachers will be able to share best practices that are occurring in their classrooms, as observed by classroom walkthroughs. Teachers will be provided options once a month to choose where they would personally like to grow. The other professional learning pathway is through school-based committees. Different teams will focus on student culture, school/community culture, mathematics instruction and literacy instruction through PLCs. Each committee will develop a plan based on research and begin to implement components of the plan throughout the year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The preschool children follow the same schedule as the rest of the elementary school. Additionally, they utilize iPads in the classroom and take assessments similar to elementary school. The students and their families have access to the school's family and community events. In regards to supports, MTSS is able to begin observations in order to support ESE placement and/or intervention supports leading into kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes