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## School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Lawton Chiles Middle School is a collaborative environment embracing diversity and supporting the local community. We focus on developing students to be productive lifelong learners and compete on a global scale through self-directed learning, critical thinking, creative expressions, and inquiry based study.

### Provide the school's vision statement

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Lawton Chiles Middle School will provide a 21st century, high quality education experience for all students. Instruction will be diverse, differentiated, and enriched to ensure growth, knowledge, and success for all.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Dr. Melissa Laudani

melissa\_laudani@scps.k12.fl.us

##### Position Title

Principal

##### Job Duties and Responsibilities

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Reading Department, Community Relations, Instructional Model, Curriculum, Human Resources, School Finance, Leadership Development

## Leadership Team Member #2

### Employee's Name

Mrs. Lauren McDonald

lauren\_fedi@scps.k12.fl.us

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Math, Exceptional Student Education, Threat Assessment Chair, Discipline Support, Testing Support, Substitute Support, Bell Scheduling, Title IX, PTSA

## Leadership Team Member #3

### Employee's Name

Mrs. Dana Richardson

dana\_richardson@scps.k12.fl.us

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Science, Social Studies, School Counselors, Master Schedule, IS Advisory, Advanced Opportunity, High School and Elementary Articulation, Multi-Tiered System of Supports, New Educator Support Team, Virtual School, and ADA Support

## Leadership Team Member #4

### Employee's Name

Dr. Jonathan Taylor

jonathan\_taylor@scps.k12.fl.us

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Language Arts, Electives, Program of Emphasis, Professional Development, Gradebook Support and Technology Support, Inventory, New Teacher Induction, SAC Coordinator, School Improvement Plan, ID Manager, Community Service/Dividends Coordinator, Field Trips

## **Leadership Team Member #5**

### **Employee's Name**

Dr. Tricia Bridges

Tricia\_Bridges@scps.k12.fl.us

### **Position Title**

School Administration Manager

### **Job Duties and Responsibilities**

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Discipline, HOPE, Positive Behavior Intervention Support, Transportation, Tutorial Programs, Culture and Climate Committee Lead, Threat Assessment Co-Chair, Employee of the Year Coordinator

## **Leadership Team Member #6**

### **Employee's Name**

Dr. Stacey Smith-Davis

stacey\_smith-davis@scps.k12.fl.us

### **Position Title**

School Administration Manager

### **Job Duties and Responsibilities**

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Testing Coordinator, Facilities and Maintenance, Emergency Management, Extracurricular Activities, Surplus Coordinator, Teacher of the Year Coordinator

## **Leadership Team Member #7**

### **Employee's Name**

Ms. Paige Brinker-Martin

paige\_brinker-martin@scps.k12.fl.us

### **Position Title**

Literacy Coach

### **Job Duties and Responsibilities**

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Instructional support for reading, language arts, science, social studies, and Multi-Tiered System of Supports.

## **Leadership Team Member #8**

### **Employee's Name**

Mrs. Lacey Edwards

polkln@scps.k12.fl.us

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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Instructional support for math, and Multi-Tiered System of Supports.

**Leadership Team Member #9**

**Employee's Name**

Mrs. Terra Nystrom

terra\_nystrom@scps.k12.fl.us

**Position Title**

Curriculum Leader for Science

**Job Duties and Responsibilities**

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Department Chair for all grade level Science

**Leadership Team Member #10**

**Employee's Name**

Mrs. Jennifer Capp

jennifer\_capp@scps.k12.fl.us

**Position Title**

Curriculum Leader for Social Studies

**Job Duties and Responsibilities**

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Department Chair for all grade level Social Studies

**Leadership Team Member #11**

**Employee's Name**

Ms. Kelly Napierata

kelly\_napierata@scps.k12.fl.us

**Position Title**

Curriculum Leader for Math

**Job Duties and Responsibilities**

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Department Chair for all grade level Math

## Leadership Team Member #12

### Employee's Name

Dr. Melissa Vardas

melissa\_vardas@scps.k12.fl.us

### Position Title

Curriculum Leader for Language Arts

### Job Duties and Responsibilities

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Department Chair for all grade level Language Arts

## Leadership Team Member #13

### Employee's Name

Mrs. Patricia O'Neill

patricia\_oneill@scps.k12.fl.us

### Position Title

Curriculum Leader for Electives

### Job Duties and Responsibilities

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Department Chair for all grade level Electives

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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The teachers and administrators use multiple strategies to contact families, including but not limited to (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum night to meet teachers and staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through Skyward (4) ensuring students have evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking as well as sending electronic/paper-based newsletters to

families on a regular basis, (8) advertising events on school marquee, (9) and numerous other outreach strategies developed by school staff.

### **3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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Lawton Chiles Middle School will continuously collaborate with our parents, business partners, mentors, colleges and universities to bring forward and relate individual and real-world experiences and perspectives. Dialogue to learn from and about one another and to engage in higher level thought processes. We will reflect, individually and collectively, to bring meaning to information shared and to create new solutions that work in the unique context of a school setting.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH 6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>26.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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
School Enrollment							403	407	445	1,255
Absent 10% or more school days							21	32	66	119
One or more suspensions							4	11	35	50
Course failure in English Language Arts (ELA)							8	12	17	37
Course failure in Math							14	12	28	54
Level 1 on statewide ELA assessment							27	17	37	81
Level 1 on statewide Math assessment							22	14	37	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							10	8	5	23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							1	0	0	1

#### Current Year 2025-26

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							26	19	53	98

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	0	0	0
Students retained two or more times							1	0	2	3

**Prior Year (2024-25) As Last 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 school days							36	53	54	143
One or more suspensions							4	21	22	47
Course failure in English Language Arts (ELA)							2	7	4	13
Course failure in Math							8	7	5	20
Level 1 on statewide ELA assessment							36	31	45	112
Level 1 on statewide Math assessment							36	17	29	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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							25	28	30	83

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							10	9		19
Students retained two or more times							3			3

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	64	58	70	57	53	63	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	67	62	59	63	56	56			
ELA Lowest 25th Percentile	64	54	52	61	50	50			
Math Achievement*	82	69	63	78	65	60	71	61	56
Math Learning Gains	71	64	62	76	65	62			
Math Lowest 25th Percentile	57	57	57	72	60	60			
Science Achievement	71	62	54	65	56	51	62	56	49
Social Studies Achievement*	86	78	73	84	73	70	80	72	68
Graduation Rate									
Middle School Acceleration	88	82	77	88	77	74	89	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	66	53	79	65	49	37	50	40

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	742
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	74%	66%	69%	60%		75%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	46%	No		
English Language Learners	61%	No		
Asian Students	89%	No		
Black/African American Students	53%	No		
Hispanic Students	71%	No		
Multiracial Students	77%	No		
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

### D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	77%		67%	64%	82%	71%	57%	71%	86%	88%			79%
Students With Disabilities	41%		54%	56%	44%	53%	46%	29%	47%	48%			
English Language Learners	47%		55%	48%	70%	60%	52%	33%	75%	90%			79%
Asian Students	90%		75%		95%	80%		93%	93%	100%			
Black/African American Students	54%		50%	53%	53%	53%	47%	44%	56%	70%			
Hispanic Students	72%		66%	59%	78%	69%	59%	68%	81%	81%			77%
Multiracial Students	88%		69%	55%	90%	81%	50%	80%	88%	95%			
White Students	77%		67%	68%	83%	72%	59%	71%	88%	89%			
Economically Disadvantaged Students	66%		62%	58%	70%	68%	57%	60%	72%	78%			73%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%		63%	61%	78%	76%	72%	65%	84%	88%			79%
Students With Disabilities	21%		39%	43%	29%	64%	68%	8%	49%	31%			
English Language Learners	48%		65%	50%	71%	77%	71%		62%				79%
Asian Students	88%		84%	82%	92%	87%		84%	100%	98%			
Black/African American Students	54%		65%	59%	44%	54%	50%		75%				
Hispanic Students	67%		59%	56%	80%	76%	64%	61%	72%	93%			83%
Multiracial Students	73%		58%		79%	71%		74%	93%	81%			
White Students	69%		62%	62%	77%	77%	75%	65%	86%	85%			
Economically Disadvantaged Students	55%		54%	51%	61%	68%	67%	48%	69%	78%			73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	63%				71%			62%	80%	89%			37%
Students With Disabilities	21%				31%			22%	30%	71%			
English Language Learners	39%				53%			25%					30%
Asian Students	86%				94%			100%	97%	95%			
Black/African American Students	53%				47%			53%		69%			
Hispanic Students	55%				65%			43%	77%	84%			
Multiracial Students	73%				67%			25%	83%	55%			
White Students	62%				72%			68%	79%	92%			
Economically Disadvantaged Students	46%				54%			47%	63%	79%			

## E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	81%	66%	15%	60%	21%
ELA	7	75%	63%	12%	57%	18%
ELA	8	72%	62%	10%	55%	17%
Math	6	80%	71%	9%	60%	20%
Math	7	83%	72%	11%	50%	33%
Math	8	27%	33%	-6%	57%	-30%
Science	8	71%	61%	10%	49%	22%
Civics		85%	76%	9%	71%	14%
Algebra		88%	61%	27%	54%	34%
Geometry		99%	60%	39%	54%	45%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

The most improved data component is learning gains in Language Arts for the ESE sub-group 46% (an increase of 7%). Also, 81% of our 8th grade students were proficient on their 2024-2025 ELA statewide assessment, which consists of standard and advanced.

##### Lowest Performance

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

---

The lowest performance is our students with disabilities. This sub-group had a learning gain of 7% ending with a sub-group score of 46%; also, only 28% of our 8th grade students were proficient on their 2024-2025 Spring math statewide assessment, which consist of standard math. The district average was 34% for the 8th grade math sub-group. Some contributing factors are, but not limited to, the gaps in their foundational skills for the students; math becomes more complex, requiring students to transition from arithmetic to more abstract thinking. Also, students may have difficulties due to language weakness or barriers, such as difficulty with vocabulary.

##### Greatest Decline

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

---

The greatest decline is in the area of 8th grade Math. FAST scores from 2025 are 28% proficient, FAST scores from 2024 are 22% proficient, FAST scores from 2023 are 31% proficient.

##### Greatest Gap

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.

---

Based on the state average of 56% for the FAST 2025, the greatest gap was grade 8 standard Math, which is at 28% proficiency. Factors that contribute to the gap are student gaps in Math vocabulary, task perseverance, and high rates of student absenteeism.

##### EWS Areas of Concern

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

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SWD need more academic support to increase the learning gap for ELA and Math

**Highest Priorities**

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

Our highest priorities for the school year is to 1) make sure the lessons aligned to the state academic standards with the goal of mastery by the end of the course for math, language arts, science, and social studies 2) Ongoing feedback between the leadership, teachers, students, and families 3)The teachers and leaders working in collaborative PLCs to address the need to strive for excellence in all the classrooms for all students.

## **B. Area(s) of Focus (Instructional Practices)**

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

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

We want our students to know and be able to demonstrate their thinking and understanding of the content by encouraging student work to be at the center of the lesson. Students will engage in cooperative learning to enhance group processing, individual accountability, positive independence, and social skills.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our SWD scores increased by 7% from the prior year 2024. However, this subgroup lags behind the other subgroups with learning gains and proficiency. Our measurable outcome is to have a 4% increase with our SWD students. Our SWD performed the lowest on the 8th grade Science assessment at 29%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This year, the literacy coach, math coach, principal, and assistant principals, will give each reading/ language arts and math classes academic support to increase the learning gaps for comprehension, fluency, and written expression. We will monitor all students by having data and benchmark reviews and chats with teachers; offer support facilitation in the general education classes; S3 Vocabulary; and effective feedback for teachers when classroom walkthroughs are given. In addition professional learning in the area of Universal Design for Learning (UDL) will also be given for all teachers.

#### **Person responsible for monitoring outcome**

Leadership Team

#### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence), Universal Design for Learning (UDL), Vocabulary instruction, both implicit and explicit.

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Academic support using interventions that have research-based evidence for efficacy.

**Person Monitoring:**

Leadership Team

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In the area of literacy, performance data from FAST, iReady, or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in language arts, math, science, and social studies classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

**Action Step #2**

Teachers will examine focus strategies (UDL, vocabulary, etc) to increase student participation and engagement in the classroom.

**Person Monitoring:**

Leadership Team

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teachers will use measurable data to inform instruction and plan activities to address student interventions, extension of learning, and remediation.

**Action Step #3**

Instructional Training

**Person Monitoring:**

ELA/Math Leaders

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math coaches, literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. Math coaches will meet monthly with district curriculum specialists to analyze math data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. Professional learning will also be given to support facilitators and the teachers in the classroom that they support students in through school and district professional learning opportunities through FLDRS and SPCS trainers.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A focused effort on improving Math instruction for 8th grade Pre-Algebra students is essential due to persistently low proficiency rates on statewide assessments. In the 2024–25 school year, only 28% of students in Pre-Algebra demonstrated proficiency, which is significantly below both the district average (33%) and the state average (56%). This gap highlights a critical need for targeted instructional support. Contributing factors include foundational skill deficits, limited Math vocabulary acquisition, and challenges with abstract reasoning as students transition from arithmetic to Algebraic thinking. Additionally, high rates of absenteeism and low task perseverance further compound learning loss. Addressing these issues through evidence-based interventions, differentiated instruction, and strategic progress monitoring will be vital to closing the achievement gap and ensuring students are prepared for high school-level Mathematics.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year, at least 40% of 8th grade Pre-Algebra students will score Level 3 or higher or make a learning gain, on the statewide Math assessment, representing a 12 percentage point increase from the previous year’s proficiency rate of 28%. Progress will be tracked through Quarterly Benchmark Assessments, and FAST interim data to ensure students are on pace to meet this goal.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This year the math coach, principal, and assistant principal over math will provide academic support to students and instructional support to teachers in the Pre-Algebra classes and all math classes. Support for all Math students and Math teachers is important for this year's students and the continued growth and development of students in 6th and 7th grade standard level math. Students will complete district aligned Math benchmark assessments each quarter and two progress monitoring assessments (FAST Math). Math teachers will meet in PLC's to analyze student work, review formative assessment data, and plan reteach strategies. Administration and coaches will conduct regular walkthroughs focused on SCPS defined Instructional Priorities.

### **Person responsible for monitoring outcome**

Leadership Team

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

This area of focus targets improving math achievement among 8th grade students enrolled in Pre-Algebra. Instruction will emphasize foundational skill development, math vocabulary acquisition, and conceptual understanding through cooperative learning, differentiated instruction, and targeted interventions. Teachers will implement evidence-based strategies such as small group instruction, S3 Vocabulary routines, and Universal Design for Learning (UDL) to increase engagement and accessibility. Students will participate in regular data chats and goal-setting activities to foster ownership of their learning. Progress will be monitored through benchmark assessments, FAST Math assessments, and weekly PLC reviews to ensure instructional adjustments are responsive to student needs.

### **Rationale:**

The rationale for this focus stems from the 2024–25 statewide assessment results, which showed that only 28% of 8th grade Pre-Algebra students scored proficient, significantly below the state average of 56%. This represents the largest achievement gap across all tested subjects at Lawton Chiles Middle School. Contributing factors include gaps in foundational math skills, limited academic vocabulary,

and challenges with abstract reasoning. Additionally, high absenteeism and low task perseverance have negatively impacted student performance. Addressing these barriers through targeted instructional support and strategic monitoring is essential to closing the proficiency gap and preparing students for success in high school mathematics.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Academic Support using interventions that have research-based evidence of efficacy.

**Person Monitoring:**

Leadership Team

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To address the low proficiency in 8th grade Pre-Algebra, the school will implement targeted instructional strategies and interventions. Teachers will use QBA's and FAST data to identify students needing remediation and provide small group instruction focused on foundational skills and Math vocabulary. Weekly PLCs will be used to analyze student work and adjust instruction based on formative assessments. Classroom walkthroughs will focus on engagement strategies and vocabulary integration, with feedback provided to teachers. Students will be receiving individualized instruction through iXL Math program. iXL student path will be determined by FAST PM1 Math results and adjusted based on QBA student results.

**Action Step #2**

Student Data Tracking and Goal Setting

**Person Monitoring:**

Teachers/Leadership Team

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will implement a structured data tracking system where each 8th grade Pre-Algebra student maintains a personal data folder to monitor progress on key assessments, including FAST assessments, Quartely Benchmark Assessments, and classroom formative tasks. Students will engage in quarterly data chats with their Math teacher to review performance, reflect on growth, and set individualized goals. This process will promote student ownership of learning and allow teachers to tailor instruction based on real-time data. The leadership team will monitor implementation through periodic folder checks and feedback during PLCs.

**Action Step #3**

Instructional Training

**Person Monitoring:**

Leadership Team/Math Leaders

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math coaches, literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Math coaches will meet monthly with district curriculum specialists to analyze math data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. Professional learning will also be given to support facilitators and the teachers in the classroom that they support students in through school and district professional learning opportunities through FLDRS and SCPS trainers.

## IV. Positive Learning Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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During the 2024-2025 school year, there were 29 - 6th grade students, 41- 7th grade students, and 77 - 8th grade students with fifteen or more unexcused absences. This is a total of 24% compared to the 2023-2024 school year which was 22%.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Based on the 24% of students with fifteen or more unexcused absences in the 2024-2025 school year, we will decrease the number of students with 15 or more unexcused absences by 5%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Teachers and administrator will use multiple strategies to collaborate with students and parents to monitor student achievement.

#### Person responsible for monitoring outcome

All teachers and administrators

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

All levels- State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

**Rationale:**

All levels-Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Our school will decrease the fifteen unexcused absences rate from 24 to 19 for the 2025-2026 school year.

**Person Monitoring:**

All teachers and administrators

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The action steps will be for the teachers to call home after the student misses three consecutive days. Also, after three consecutive days, we will send home a five, ten, and fifteen day letter, as needed, home to the parents regarding unexcused absences. In addition, our school social worker and school counselors are other resources to support the student and parents.

**Action Step #2**

Our teachers and administrators will make positive connections with all students by creating a positive culture and climate on our campus.

**Person Monitoring:**

All teachers and administrators

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The actions steps will be for the teachers and administrators to implement the 1:1 intervention with teacher / administration to build positive and purposeful relationships with the students; mentorship

program; behavioral intervention plan; and PBIS to support all students.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00