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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

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)

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

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

The mission of Lawton Elementary School is to provide a caring, committed and connected school with exciting and meaningful learning experiences for everyone. Lawton Elementary works very closely with its students and families with the intent to educate one another on each other's' cultures, with the end result being to create a well-rounded school culture embracing each other's' differences and similarities.

Provide the school's vision statement

While being Caring, Committed and Connected, Lawton Elementary School will be a premier elementary school in the Oviedo Cluster and a top 10 school in SCPS. Lawton will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways. Lawton will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students and will perform at the highest levels. The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

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

Robert Navarro

navarrj@mysps.us

Position Title

Principal

Job Duties and Responsibilities

Support the students, teachers, staff and parents with the academic and social development of all children throughout Lawton Elementary.

Leadership Team Member #2

Employee's Name

Lyssa Marquez

lyssa_marquez@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Support the students, teachers, staff and parents with the academic and social development of all children throughout Lawton Elementary.

Leadership Team Member #3

Employee's Name

Stephanie Handler

handlesz@scps.k12.fl.us

Position Title

School Administrative Manager

Job Duties and Responsibilities

Support the non instructional components of Lawton Elementary as it pertains to providing the students, staff, and parents with a positive experience.

Leadership Team Member #4

Employee's Name

Cari May

cari_may@scps.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

Support the students, teachers, staff and parents with the academic and social development of all children throughout Lawton Elementary.

Leadership Team Member #5

Employee's Name

Toni Sterling

toni_laughrey@scps.k12.fl.us

Position Title

Interventionist

Job Duties and Responsibilities

Support the students, teachers, staff and parents with the academic and social development of all children throughout Lawton Elementary.

Leadership Team Member #6

Employee's Name

Camesha de Castro

decascz@scps.k12.fl.us

Position Title

Certified Counselor

Job Duties and Responsibilities

Support the students, teachers, staff and parents with the academic and social development of all children throughout Lawton Elementary.

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.

The school involved PTA and SAC members in the creation of the SIP through meetings where feedback was taken on many subjects pertaining to community involvement and students safety. SAC committee members have been consulted on goals for the upcoming year, and student progress monitoring data will be shared throughout the year.

Lawton Elementary has established a strong community presence through various community events, school events, and business partnerships. Those partnerships include PTA, SAC, Boy Scouts, Dividend Volunteers, Oviedo Police Department, Oviedo Historical Society, Oviedo Farmers Market, and Homeowner Associations within the area. PTA events, community events, Teach-In, and other activities help build partnerships where Lawton can acquire resources and volunteer support. Many of the resources are used for celebrating student success with growth and proficiency levels on progress monitors. In addition, teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. The school reaches out to local businesses for participation in the school's business partners programs. When possible and invited, administrators participate in local rotary clubs, chambers, etc.

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)).

Lawton Elementary ensures the effective dissemination of its School Improvement Plan (SIP) to all stakeholders, including families, school staff, local businesses, and organizations. The school utilizes various communication channels, such as regular newsletters emails, and the school's website, to keep everyone informed about the SIP's goals, strategies, and progress. Meetings and workshops are held to engage families and staff in discussions about the plan, while local businesses and organizations are invited to participate through community partnerships. Progress updates are shared consistently throughout the school year, highlighting milestones and adjustments through staff meetings and monthly School advisory Council meetings.

Lawton Elementary plans to strengthen its academic program by implementing several key strategies. To increase the amount and quality of learning time, the school will continue extended learning opportunities, such as after-school tutoring sessions, weekend enrichment programs, and summer learning camps. These initiatives are designed to provide additional instructional time and individualized support for students whose data shows a need for it.

To enhance the curriculum, Lawton Elementary will incorporate advanced and accelerated learning pathways, offering more challenging coursework and opportunities for gifted and talented students. The school will also integrate technology into the classroom to create interactive and engaging learning experiences, leveraging digital tools and resources to support differentiated instruction.

Professional development for teachers will be a priority, ensuring they have access to the latest instructional strategies and best practices. This will help educators deliver high-quality lessons that meet the diverse needs of their students. Additionally, the school will foster a culture of continuous improvement by regularly assessing student progress and using data to inform instructional decisions, ensuring that all students are provided with a rich and rigorous educational experience.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	29.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

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	95	105	100	117	119	146				682
Absent 10% or more school days	2	4	4	2	3	11				26
One or more suspensions	0	3	1	4	1	0				9
Course failure in English Language Arts (ELA)	0	6	13	4	0	1				24
Course failure in Math	0	2	9	4	2	1				18
Level 1 on statewide ELA assessment	0	3	14	12	3	13				45
Level 1 on statewide Math assessment	0	3	9	9	4	8				33
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	3	8	6						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	9	12	1						22

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	0	8	18	11	4	9				50

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	3	3	0	0	1				7
Students retained two or more times	0	0	0	0	0	2				2

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	1	15	11	12	10	13				62
One or more suspensions	1	1	3	3	2	3				13
Course failure in English Language Arts (ELA)		2	6		1					9
Course failure in Math		1	1	1	3	2				8
Level 1 on statewide ELA assessment					6	9				15
Level 1 on statewide Math assessment					6	5				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	8	3	8						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7		3	5					15

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	1	8	4	5	10	6				34

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

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*	78	68	59	79	66	57	71	61	53
Grade 3 ELA Achievement	82	71	59	81	69	58	74	62	53
ELA Learning Gains	58	63	60	73	62	60			
ELA Lowest 25th Percentile	45	56	56	58	55	57			
Math Achievement*	79	69	64	77	67	62	80	64	59
Math Learning Gains	69	65	63	65	64	62			
Math Lowest 25th Percentile	44	47	51	47	43	52			
Science Achievement	86	68	58	83	68	57	73	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	73	63	81	75	61	59	77	59

*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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	598
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	72%	72%	66%	59%		71%

* 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	49%	No		
English Language Learners	52%	No		
Asian Students	86%	No		
Black/African American Students	63%	No		
Hispanic Students	59%	No		
Multiracial Students	75%	No		
White Students	69%	No		
Economically Disadvantaged Students	55%	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 L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%	82%	58%	45%	79%	69%	44%	86%					57%
Students With Disabilities	58%	50%	54%	46%	52%	44%	39%	63%					36%
English Language Learners	48%		44%	40%	52%	69%							57%
Asian Students	78%		74%		89%	89%		100%					
Black/African American Students	69%		60%		63%	60%							
Hispanic Students	72%	70%	47%	37%	73%	61%	41%	74%					57%
Multiracial Students	89%		69%		74%	67%							
White Students	80%	85%	59%	47%	81%	70%	41%	87%					
Economically Disadvantaged Students	65%	69%	45%	50%	56%	53%	36%	71%					52%

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	79%	81%	73%	58%	77%	65%	47%	83%					81%
Students With Disabilities	44%	52%	52%	52%	44%	48%	48%	42%					
English Language Learners	60%		57%		65%	50%							81%
Asian Students	88%	100%	64%		88%	55%							
Black/African American Students	63%		64%		50%	45%							
Hispanic Students	67%	70%	70%	55%	69%	59%	65%	56%					75%
Multiracial Students	80%				71%								
White Students	82%	84%	74%	61%	80%	68%	40%	88%					
Economically Disadvantaged Students	61%	65%	69%	48%	59%	59%	54%	68%					80%

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	71%	74%			80%			73%					59%
Students With Disabilities	35%	38%			47%			39%					73%
English Language Learners	64%				55%			55%					63%
Asian Students	94%				94%								
Black/African American Students	37%				47%								
Hispanic Students	49%	50%			64%			62%					69%
Multiracial Students	87%				71%								
White Students	77%	77%			85%			78%					
Economically Disadvantaged Students	49%	65%			61%			52%					50%

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	3	81%	69%	12%	57%	24%
ELA	4	76%	67%	9%	56%	20%
ELA	5	76%	64%	12%	56%	20%
Math	3	82%	70%	12%	63%	19%
Math	4	80%	69%	11%	62%	18%
Math	5	46%	46%	0%	57%	-11%
Math	6	100%	71%	29%	60%	40%
Science	5	85%	66%	19%	55%	30%

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?

At Lawton Elementary, we saw a big win in 5th-grade math this year—our proficiency jumped from 32% to 56%. This growth is a direct result of our decision to departmentalize 5th grade, giving students dedicated blocks for math, science/social studies, and ELA. With more focused time and fewer interruptions, our students were able to really dig into the material and build confidence in their math skills.

Lowest Performance

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

At Lawton Elementary, we saw a decline in ELA learning gains across 3rd, 4th, and 5th grades, with overall scores dropping from 73% last year to 58% this year. While this trend is concerning, we believe it reflects a mix of challenges our students and staff faced throughout the year. Changes in staffing, instructional pacing, and the growing academic and behavioral needs of our students all played a role. These factors made it more difficult to maintain consistency and provide the level of support needed for every learner.

Greatest Decline

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

At Lawton Elementary, ELA learning gains in 3rd, 4th, and 5th grades dropped from 73% last year to 58% this year. While the decline is concerning, it reflects a challenging year for both students and staff. We faced staffing changes, construction disruptions, and attendance challenges, all of which made it harder to keep learning consistent.

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.

This year, Lawton Elementary saw the biggest drop in ELA learning gains, falling from 73% to 58% in grades 3, 4, and 5. That's a 15-point dip and below the district average. It was a challenging year—staffing changes, construction around campus, and attendance issues all made it harder to keep learning on track. While the numbers are disappointing, they reflect the challenges we faced, not a lack of effort. We're focused on bouncing back with stronger support and more consistent instruction.

EWS Areas of Concern

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

This year, 92 out of 694 students missed 10 or more days of school—a slight improvement from last year, but still a clear sign that we have work to do. Every day a student is in class matters, and we're committed to finding better ways to support families and help our students show up, stay engaged, and succeed.

Highest Priorities

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

Lawton Elementary's Highest Priorities:

- Improve ELA Proficiency:
 - Focus on increasing learning gains for our lowest quartile students.

- Improve Math Proficiency:
 - Focus on increasing learning gains for our lowest quartile students.

- Enhance Student Attendance:
 - Address attendance issues to improve learning and retention of material.

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.

Instructional Practice specifically relating to ELA

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 review of the previous year's FSA data indicated that only **58%** of 3rd, 4th, and 5th grade students demonstrated learning gains in ELA. Among students in the lowest quartile, the percentage was even lower, at **45%**. Students who do not make adequate progress are at increased risk of falling further behind academically. This can have long-term effects on their educational outcomes and self-confidence. Addressing this need through targeted strategies and interventions is essential to improving student performance and promoting a more equitable and supportive learning environment.

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.

4th Grade – Based on the 2024–2025 FAST data, 44% of Lawton's 4th grade students in the lowest quartile demonstrated a learning gain. By FAST Diagnostic 3 in the 2025–2026 school year, Lawton aims to increase this figure to 65%.

5th Grade – According to the 2024–2025 FAST data, 43% of Lawton's 5th grade students in the lowest quartile achieved a learning gain. The goal for FAST Diagnostic 3 in 2025–2026 is to reach 65%.

Monitoring

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

To support the success of the ELA Achievement Focus, Lawton will use a layered monitoring system to track instructional fidelity and student progress.

Lesson Plan Checks:

- Reviewed biweekly for evidence-based reading and writing strategies.
- Emphasis on text-based writing, vocabulary, and genre instruction.

Walkthroughs:

- Admin and coaches will use SCPS INSTRUCTIONAL PRIORITIES, focusing on Benchmark-Aligned Instruction.
- Look-fors include student engagement, FAST-aligned materials, and differentiation.

Person responsible for monitoring outcome

Robert Navarro, Cari May, Kristan Priske, Kerry Westhelle

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 support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

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

Small Group Instruction

Person Monitoring:

Robert Navarro, Cari May, Toni Sterling

By When/Frequency:

3-4 Times per week

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

Students identified through data analysis will receive targeted small group instruction during the core

reading block from their assigned classroom teacher. Those classified as a tier 2 in ELA through the MTSS process will receive additional small group support during the intervention block. Those classified as a tier 3 in ELA through the MTSS process will receive additional small group support from Lawton's interventionist. Instructional focus will be determined by areas of need identified in FAST and iReady data. Progress monitoring will occur every 10 lessons using interventionist administered assessments.

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 review of the prior year's FSA data showed that 70% of our students in grades 3 through 5 demonstrated learning gains in math. However, among students in the lowest quartile, the percentage making gains was lower, at 44%. This disparity is concerning, as students in the lowest quartile are at an increased risk of falling further behind academically, which can adversely affect their long-term educational outcomes and self-confidence. By identifying this critical need through data analysis, we are committed to implementing targeted strategies and interventions aimed at improving performance. Our goal is to foster a more equitable and supportive learning environment that empowers all students to succeed.

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.

4th Grade: 48% of students made gains last year. Lawton is targeting a 17% increase, aiming for 65% by FAST Diagnostic 3.

4th Grade RAMP: All RAMP students showed growth. Lawton's goal is to maintain 100% gains in 2025–26.

5th Grade: 34% of students made gains. Lawton is working toward a 65% gain rate, a 31% improvement by FAST Diagnostic 3.

5th Grade RAMP: 100% of RAMP students showed gains. Lawton plans to sustain this success in the coming year.

Monitoring

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

Progress Monitoring:

PM1–PM3 scores tracked for achievement and growth.

Assessment Analysis:

Review of math exit tickets. Used to adjust pacing and reteach as needed.

Student Work:

Monthly PLCs analyze work for misconceptions and mastery. Informs instruction and interventions.

Walkthroughs & Observations:

Biweekly admin/coach visits using SCPS Instructional Priorities.

Focus: benchmark alignment, consistency, engagement.

Person responsible for monitoring outcome

Robert Navarro, Toni Sterling, Kerry Westhelle

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 support students based upon the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

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

iReady

Person Monitoring:

Toni Sterling

By When/Frequency:

30 minutes per week

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

Students will engage in 30 minutes of weekly practice using the iReady online program, targeting specific math skills for improvement. This practice will take place during the designated math block and be overseen by the classroom teacher. A member of the school leadership team will review student progress and data twice a month. Based on individual performance data, student learning

pathways will be adjusted as needed to ensure targeted support.

Action Step #2

Small Group Instruction

Person Monitoring:

Robert Navarro, Lyssa Marquez, Toni Sterling

By When/Frequency:

1-3 times a week

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

Students identified through FAST/iReady data receive targeted small group instruction from their classroom teacher during core math, 2–3 times per week. Tier 3 students (via MTSS) receive additional small group support from Lawton’s interventionist. Instruction is guided by individual skill gaps identified in FAST and iReady. Instructional focus will be guided by individual areas of need, as indicated by FAST and iReady data.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

Lawton Elementary is building on last year’s gains in science proficiency by focusing on 5th grade achievement. Our goal is to deepen students’ conceptual understanding through inquiry-based learning and integrate literacy strategies to support comprehension and communication.

Instruction will align with B.E.S.T. standards and FAST assessment expectations. Teachers will collaborate regularly to ensure consistency, rigor, and high-quality instruction across classrooms. This focused approach will help sustain and accelerate progress in science learning.

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 2025–2026 school year, Lawton Elementary will:

Increase 5th Grade Science Proficiency to at least 91%, building on last year’s 86% and continuing the upward trend in student achievement. This growth will be driven by targeted instruction, aligned to B.E.S.T. standards, and supported through collaborative planning and literacy integration.

Monitoring

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

Lawton Elementary will use a multi-tiered system to track instructional fidelity and student progress in

science.

Instructional Walkthroughs:

Admin and coaches will use SCPS Instructional Priorities, focusing on Benchmark-Aligned Instruction.

Key look fors include hands-on investigations, vocabulary use, and active student engagement.

This approach ensures consistent, high-quality science instruction across our two 5th grade science teachers.

Person responsible for monitoring outcome

Cari May & Robert Navarro

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:

SCPS District Instructional Frameworks (lesson plan/implementation)

Rationale:

To help boost science skills and improve FAST assessment scores, teachers will use a variety of proven strategies that mix reading, hands-on exploration, and big picture thinking. These methods are backed by research and designed to support all kinds of learners.

Tier of Evidence-based Intervention:

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

Data Analysis

Person Monitoring:

Robert Navarro

By When/Frequency:

Monthly

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

We're continuing to use a structured science teaching approach that blends literacy strategies with inquiry-based learning. This model is designed to help improve 5th grade science performance on the FAST assessment.

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.

During the 2024–2025 school year, 80 out of 694 students at Lawton Elementary missed 15 or more days of school. This means that approximately 12% of the student population experienced chronic absenteeism, potentially missing critical instruction that could negatively impact their academic achievement and learning gains.

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.

During the 2024–2025 school year, 12% of Lawton Elementary students were chronically absent, missing 15 or more days. Our goal is to reduce that rate to 9%.

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.

The school leadership team and the district appointed social worker will review attendance data monthly. This will allow for individual plans to be created to address how the school can support the students with excessive absences.

Person responsible for monitoring outcome

Stephanie Handler & Theresa Fullan

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 Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

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

Personal Contact with Parent

Person Monitoring:

Stephanie Handler & Theresa Fullan

By When/Frequency:

Monthly

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

A member of the school leadership team or social worker will make personal contact with the parent/legal guardian of any student who reached 5, 10, and 15 absences. The conversation will focus on how the school can help make school a priority and help eliminate any potential obstacles.

Action Step #2

Daily Attendance Incentive Program Classroom teachers will monitor and record daily student attendance. Progress will be prominently displayed on the provided poster in the classroom to encourage engagement and celebrate consistency. Each day all students are present, the class earns a letter toward spelling "ATTENDANCE ROCKS." Once the full phrase is spelled out, the class earns a spin on the Reward Wheel! Potential prizes include Dance Party, Ice Pop Party, No Homework Pass, \$10 Lawton Loot, 10 Minutes of Extra Recess, Special Guest Reader (subject to availability and funding).

Person Monitoring:

Robert Navarro, Stephanie Handler & Theresa Fullan

By When/Frequency:

Each time ATTENDANCE ROCKS is achieved.

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

Classroom teachers will email the designated individual when ATTENDANCE ROCKS is achieved. A member from the leadership team will bring the wheel to the classroom for a spin to determine their prize. Pictures of the class achievement will be posted on the school social media sites.

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.

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)).

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)).

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

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)).

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)).

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)).

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)).

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)).

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.

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).

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