

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Lawton Chiles Middle School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

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

Provide the school's vision statement

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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

The administrative team collaborated with the School Advisory Counsel to review the 5 Essential Survey and SIP from the previous year. Feedback was provided by all stakeholders, including teachers, parents, and community leaders to develop the plan.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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 out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Lawton Chiles Middle School PBS is a collaborative (team based), educative, proactive, and functional process to developing effective interventions for inappropriate behavior. The team uses discipline data to identify patterns and possible causes of inappropriate behavior. This information is then used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across campus. We use school-wide expectations and rules in specific settings to teach students appropriate behavior. A reward system has been developed to encourage appropriate behavior and effective consequences to discourage inappropriate behavior.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The safety and well-being of students at Lawton Chiles Middle School is our top priority. We have resources available to students to ensure the social and emotional needs are met for all students. There are two school counselors that make it a priority to interact with every student at Lawton Chiles Middle School. In addition, the counselors assist students in their academic and social development; provide support and consultation to ensure students have the optimum learning experience; and coordinate conferences with the students, parents, and instructional staff to provide guidance to help the student succeed. Our school social worker as well as our district mental health counselor conduct student assessments and counseling groups on campus, home visits, and advocates for families during meetings with teachers and administration. Lawton Chiles also facilitates a school mentorship program for identified students.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Melissa Laudani	Principal	melissa_laudani@scps.k12.fl.us	Community Relations, Instructional Model, Curriculum, Human Resources, School Finance, Leadership Development
Dr. Jonathan Taylor	Assistant Principal	jonathan_taylor@scps.k12.fl.us	Reading, Language Arts, Electives, Exceptional Student Education, Elementary Articulation, Gradebook and Technology, Business Partners and Dividends, New Teacher Induction
Mrs. Dana Richardson	Assistant Principal	dana_richardson@scps.k12.fl.us	Science, Social Studies, School Counselors, Master Schedule, Advanced Opportunity, Virtual School, IS Advisory and Cluster School, SIP, SAC, High School Articulation,
Mrs. Lauren McDonald	Assistant Principal	lauren_fedi@scps.k12.fl.us	Math, Electives, CTE, Testing Administrator, School/Staff Recognition, PTSA and Fundraising, Title IX, PBS Contact
Mr. Garrett Linquist	School Administration Manager	garrett_linquist@scps.k12.fl.us	Discipline, Testing Coordinator, Facilities and maintenance, Program of Emphasis, Emergency Management, HOPE, WIN Coordinator, Extracurricular Activities
Dr. John Pagnotti	School Administration Manager	pagnotjz@scps.k12.fl.us	Discipline, Testing Support, Professional Development, Program of Emphasis, Tutorial Program, HOPE, Transportation, MTSS Coordinator, Mentoring Program
Dr. Stacey Smith-Davis	Instructional Coach	stacey_smith-davis@scps.k12.fl.us	Instructional Support

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr. Melissa Laudani	Principal	melissa_laudani@scps.k12.fl.us	Leadership Development
Dr. Jonathan Taylor	Assistant Principal	jonathan_taylor@scps.k12.fl.us	ELA, Literacy Week, Reading, Write Score
Dr. Stacey Smith-Davis	Instructional Coach	stacey_smith-davis@scps.k12.fl.us	Instructional coach for all teachers, Literacy Week

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Academic planning is done through our iJourney, iChallenge, and iConnect courses, which incorporate a career planning unit designed to help students explore potential careers and paths for those vocations. In addition, guest speakers are invited to speak to classes about real-world professions and experiences during Teach-In. Students that are identified as Advanced Opportunity students are placed in at least one advanced class to help them prepare for college and advanced coursework in high school. Also, the Think and Design Program students will 1) investigate and explore the need for sustainability and social responsibility. 2) students will learn and apply the concepts surrounding growing organically in raised bed and hydroponic gardens and the associated technology. 3) students will investigate a real-world problem related to food, nutrition, weather and water quality, or related technology and will develop a solution. In addition, our Fine Arts Department collaborates with other schools within our district, parents, and the community to increase self-confidence and self-understanding, enhanced communication skills, and improve cognition. There are scheduled events and activities throughout the school year.

Identify the career and technical education programs available to students and industry or community organizations.

Lawton Chiles Middle School incorporates CTE courses such as, iJourney, iChallenge, and iConnect. Students in grades 7 and 8, are able to complete high school credit courses in mathematics, Science, and Foreign Language. Students in all grade levels at Lawton Chiles Middle School are provided the opportunity to participate in the Think & Design Program of Emphasis through which they are able to complete multiple levels of courses. Students are encouraged to make connections between the content learned in these courses and their preparation for high school, college, and career. Real-world scenarios are provided to assist students in making these linkages.

Middle School Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Middle School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Middle School Acceleration		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will be provided with academic tracking forms through which they will systematically update their progress in Mathematics, ELA, Social Studies, and Science. Students will track their progress on assessments, standards, and learning goals utilizing standard appropriate scales	Classroom Teachers; Melissa Laudani Jonathan Taylor Dana Richardson, Lauren McDonald	Quarterly	Y	Quarterly (August 2021 - May 2022)	iObservation scores reflecting effective and highly effective on element 2 - tracking student progress. Individual student data tracking forms.
Students within the lower quartile will complete a data tracking program designed to chart their progress towards proficiency. Students will track their progress within iReady to ensure that goals are being met for participation and progress is being made towards proficiency.	Classroom Teachers Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Weekly (August 2021 - May 2022)	iObservation scores reflecting effective and highly effective on element 2 - tracking student progress. Individual student data tracking forms.
Students will monitor their academic progress during WIN	Classroom Teachers Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald	Weekly (August 2021 - May 2022)	N	WIN Accountability	Student Tracking Sheets

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students within the low 30% of the student population in Mathematics and ELA will be placed into supplemental courses to provide appropriate interventions. Students work in small groups with their instructors and are supported through the use of supplemental instructional materials (iReady).	Classroom teachers Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Monthly (August 2021 - May 2022)	iObservation scores reflecting effective and highly effective on element 2 - tracking student progress. Individual student data tracking forms.
Teachers will meet weekly/monthly in PLC / COL meetings with our instructional coach and administrator to monitor and track progress on their low 30%.	Classroom teachers Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Monthly	Y	Monthly (August 2021 - May 2022)	Data driven with progress monitoring in monthly PLCs
These students will be strategically scheduled into WIN classes with either ELA or Math teacher to receive Tier 2 support.	Classroom teachers Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Weekly	N	Weekly (August 2021 - May 2022)	WIN accountability, C9A, Write Score

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Intentional student scheduling of High Level 1's into intensive reading/math and High Level 2's into CARPD ELA, Social Studies and Science courses.	Melissa Laudani Dana Richardson Jonathan Taylor Lauren McDonald	10-Aug-2021	N	10-Aug-2021	Master Schedule
Reading / Intensive Math teachers will use student incentive charts to track students with 75% pass rate	Classroom teachers Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Quarterly (August 2021 - May 2022)	iReady Data and student celebrations

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Intentional student scheduling of 8th Grade Low Level 3's into a Algebra Workshop course. 6th and 7th Grade Low Level 3's will be scheduled into Advanced Math and Language Arts courses.	Melissa Laudani Dana Richardson Lauren McDonald Jonathan Taylor	10-Aug-2021	N	10-Aug-2021	Master Schedule
All content area teachers will monitor student data monthly.	Classroom Teachers Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Monthly	Y	Monthly (August 2021 - May 2022)	Teacher Lesson Plans PLCs Student progress monitoring

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will offer content specific interventions through tutorials and opportunities focused of ELA, Math, Civics, and 8th grade Science throughout the school year to improve mastery of content.	Melissa Laudani John Pagnotti	Quarterly	N	Quarterly (August 2021 - May 2022)	Master Schedule C9A Supplemental Intervention Programs

Middle School Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance clerk will monitor student attendance each month and submit truancy letters and schedule truancy meetings for students meeting truancy guidelines set by the FLDOE.	Isabel Garcia Caro Melissa Laudani John Pagnotti	Monthly	N	Weekly (August 2021 - May 2022)	Letters sent Scheduled Truancy Meetings Attendance Reports
Attendance data will be monitored by the school leadership team on a monthly basis to identify trends, track students with excessive absences, and develop plans to support students. This analysis will be shared with groups of teachers as needed to address truancy.	Melissa Laudani John Pagnotti Jonathan Taylor Dana Richardson Lauren McDonald	Monthly	N	Monthly (August 2021 - May 2022)	Attendance Report

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Campus Safety and Wellness	Administrator and teacher training	Garrett Linquist, Melissa Laudani	Quarterly	Y	Quarterly (August 2021 - May 2022)	Task Force, school counselors, teachers, and administrator implementation; Progress monitoring for discipline data with a decrease in referrals

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
For the 2021-2022 school year, student safety forums will be created to engage students in a meaningful conversation about campus safety and student perceptions of campus safety. Students will be selected based upon grade level and divided into two groups per grade level. Student forums will be held each quarter and may be held virtually.	Melissa Laudani	Quarterly	N	Quarterly	Meeting Notes, 5 Essentials
Communicate through assemblies, WIN lessons, Public Service Announcements	Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald Garrett Linquist John Pagnotti	Monthly	N	Monthly (August 2021 - May 2022)	5 Essential Survey and WIN Lessons
Safety and Wellness for Students	Classroom Teachers Melissa Laudani Garrett Linquist	Weekly	Y	Weekly (August 2021- May 2022)	Through WIN, students are given the opportunity to engage in activities related to safety and wellness

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Lawton Chiles Middle School will have school-wide activities for all stakeholders, including parents, business partners, and community leaders to build relationships within our school.	Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Quarterly (August 2021-May 2022)	Teach In Literacy Night STEM Night PTSA SAC

Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

**All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.*

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Advanced Opportunity students will be scheduled with a minimum of one advanced course.	Melissa Laudani Dana Richardson Jonathan Taylor Lauren McDonald	10-Aug-2021	N	10-Aug-2021	Master Schedule
Administrative team will regularly monitor students through monthly administrative meetings focusing on student grades, teacher lesson plans, and student attendance	Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Quarterly (August 2021 - May 2022)	Student Grades Skyward Teacher Lesson Plans
School counselors will meet with parents and suggest advanced course selections for capable students	Kelly Stivers Lianne Forrester	Quarterly	N	Quarterly (August 2021 - May 2022)	Student grades Teacher recommendation

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>A comprehensive plan will be developed to ensure access to digital tool testing is provided to all students in each grade level. Students will be provided opportunities through iChallenge, iJourney, and iConnect in all grades. A comprehensive plan for providing appropriate instruction will be in place to ensure student success.</p>	<p>Melissa Laudani Lauren McDonald</p>	<p>Quarterly</p>	<p>N</p>	<p>Quarterly (August 2021 - May 2022)</p>	<p>Digital Tool Pass Rates</p>

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data Sources/Supporting Evidence data to identify barriers and initiate improvement steps that increase the number of students with low-and high- incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost
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The school has a key person who data Sources/Supporting Evidence oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Partially Almost
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School data reflect that all SWDs, data Sources/Supporting Evidence regardless of the type or severity of disability, receive their education and related services in age-and grade- appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully
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Action Plan

Indicator 1

The school leadership team analyzes data Sources/Supporting Evidence data to identify barriers and initiate improvement steps that increase the number of students with low-and high- incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Data chats are conducted with students to create strong accountability and high expectations.	Classroom Teachers Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Quarterly (August 2021 - May 2022)	Meeting Notes Student tracking forms Teacher lesson plans
Data will be collected and analyzed throughout the year. The data will then be shared with all teachers regarding student achievement of Students With Disabilities in their respected coursework.	Melissa Laudani Stacey Smith-Davis Jonathan Taylor Dana Richardson Lauren McDonald	Quarterly	N	Quarterly (August 2021 - May 2022)	Student grades 9 week exams Learning gains from standardized assessment

Indicator 2

The school has a key person who data Sources/Supporting Evidence oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.	Melissa Laudani Dana Richardson Jonathan Taylor	10-Aug-2021	N	10-Aug-2021	Master Schedule

Indicator 3

School data reflect that all SWDs, data Sources/Supporting Evidence regardless of the type or severity of disability, receive their education and related services in age- and grade- appropriate, heterogeneous, general education contexts 80% or more of the day.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Self Contained VE unit has all students with ASD going out at least 80% of the day and students with ID going out at least 2 times per day. Students are welcomed in the general education classrooms, provided instruction on access points with a modified curriculum. Students are escorted and monitored by an ESE Paraprofessional or a PIT crew (peer student) member.	Melissa Laudani Jonathan Taylor	Quarterly	N	Quarterly (August 2021 - May 2022)	Teacher lesson plans Classroom walkthroughs

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Differentiated Instruction	1	Quarterly	Supporting all students with standard / advanced coursework	Instructional Staff	80	Stacey Smith-Davis Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald
iReady Training	1	Once per Semester	Lower 30%	Intervention Teachers	6	Stacey Smith-Davis Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald
Effective Instruction and Student Inquiry	1	Monthly	Student led instruction and classroom rigor	Instructional Staff	80	Stacey Smith-Davis Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald
Lawton Chiles Middle School will focus on learning opportunities for students with disabilities and provide resources to students and their families as a result of needs assessment and student data. There will be PD to teachers and paraprofessionals that include strategies to support students with disabilities in the general education classrooms and natural contexts.	1	Quarterly	C9A FSA Write Score	PLC School-wide training Master Schedule	80	Melissa Laudani Jonathan Taylor Dana Richardson Lauren McDonald

Lawton Chiles will providing training opportunities and resources for teachers to support future ready skill development of all students.

3

Quarterly

Digital Tool/Industry
Certifications earned

Grade Level

6

Melissa Laudani
Lauren McDonald