LAWTON ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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

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

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

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
Caryn Hinrichs

Position Title
School Administrative Manager

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Camesha deCastro

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.

Leadership Team Member #5

Employee's Name
Amanda Giammalvo

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 #6

Employee's Name
Toni Sterling

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 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
Home Owner 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.

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. *(ESEA 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.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**42.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**33.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more 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)	0	2	6	0	1	0				9
Course failure in Math	0	1	1	1	3	2				8
Level 1 on statewide ELA assessment	0	0	0	0	6	9				15
Level 1 on statewide Math assessment	0	0	0	0	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)	0	7	0	3	5					15

Current Year 2024-25

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	1	8	4	5	10	6				34

Current Year 2024-25

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
Students retained two or more times										0

Prior Year (2023-24) 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	8	12	11	13	11	7				62
One or more suspensions			1	1	1					3
Course failure in ELA	1	4	1	2						8
Course failure in Math	1	3	2	1						7
Level 1 on statewide ELA assessment				1	9	12				22
Level 1 on statewide Math assessment				1	15	8				24
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	5	4	9						32

Prior Year (2023-24) 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	3	2	5	11	8				30

Prior Year (2023-24) 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	4	8	1	1						14
Students retained two or more times										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

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	79	66	57	71	61	53	74	65	56
ELA Grade 3 Achievement **	81	69	58	74	62	53	65		
ELA Learning Gains	73	62	60				58		
ELA Learning Gains Lowest 25%	58	55	57				43		
Math Achievement *	77	67	62	80	64	59	77	46	50
Math Learning Gains	65	64	62				67		
Math Learning Gains Lowest 25%	47	43	52				48		
Science Achievement *	83	68	57	73	65	54	66	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	81	75	61	59	77	59	94		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	644
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	72%	66%	59%		71%	64%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	48%	No		
English Language Learners	63%	No		
Asian Students	79%	No		
Black/African American Students	56%	No		
Hispanic Students	65%	No		
Multiracial Students	76%	No		
White Students	72%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	59%	No		
Asian Students	94%	No		
Black/African American Students	42%	No		
Hispanic Students	59%	No		
Multiracial Students	79%	No		
White Students	79%	No		
Economically Disadvantaged Students	55%	No		

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	66%	No		
Native American Students				
Asian Students				
Black/African American Students	36%	Yes	1	
Hispanic Students	59%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	53%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	74%		58%	43%	77%	67%	48%	66%					94%
English Language Learners	57%		53%		57%	71%							94%
Students With Disabilities	31%		30%	30%	43%	38%	30%	29%					90%
Native American Students													
Asian Students													
Black/African American Students	32%		30%		42%	40%							
Hispanic Students	58%		56%	45%	64%	55%	40%	59%					94%
Multiracial Students	67%				67%								
Pacific Islander Students													
White Students	81%		59%	49%	82%	70%	56%	72%					
Economically Disadvantaged Students	53%		51%	40%	57%	56%	36%	39%					93%

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	81%	67%	14%	55%	26%
Ela	4	80%	62%	18%	53%	27%
Ela	5	72%	63%	9%	55%	17%
Math	3	78%	69%	9%	60%	18%
Math	4	79%	64%	15%	58%	21%
Math	5	31%	43%	-12%	56%	-25%
Math	6	96%	67%	29%	56%	40%
Science	5	82%	65%	17%	53%	29%

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, the most significant improvement was observed in our 5th-grade science proficiency. We increased from 73% proficient to 82% proficient. This improvement can be attributed to our new strategy of departmentalizing 5th-grade students for science/social studies, math, and ELA. By dedicating a block specifically for science, students had more focused and uninterrupted time to engage with and master the material.

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, our 5th-grade math proficiency showed the lowest performance, dropping from 49% last year to 32% proficient this year. This decline is primarily due to our accelerated 6th-grade class called R.A.M.P., which is open to any student who wishes to participate. Notably, 50% of our 5th-grade population is enrolled in R.A.M.P., and these students are achieving impressive growth, with 96% scoring a level 3 or above. While this indicates strong performance and growth among our advanced students, it has impacted the overall proficiency percentage for 5th-grade math.

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, our 5th-grade math proficiency showed the lowest performance, dropping from 49% last year to 32% proficient this year. This decline is primarily due to our accelerated 6th-grade class called R.A.M.P., which is open to any student who wishes to participate. Notably, 50% of our 5th-grade population is enrolled in R.A.M.P., and these students are achieving impressive growth, with 96% scoring a level 3 or above. While this indicates strong performance and growth among our advanced students, it has impacted the overall proficiency percentage for 5th-grade math.

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.

At Lawton Elementary, our 5th-grade math proficiency showed the lowest performance, dropping from 49% last year to 32% proficient this year. This decline is primarily due to our accelerated 6th-grade class called R.A.M.P., which is open to any student who wishes to participate. Notably, 50% of our 5th-grade population is enrolled in R.A.M.P., and these students are achieving impressive growth, with 96% scoring a level 3 or above. While this indicates strong performance and growth among our advanced students, it has impacted the overall proficiency percentage for 5th-grade math.

EWS Areas of Concern

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

At Lawton Elementary, our early warning system data highlights two critical areas of concern. First, 62 students were absent for 10% or more of school days, indicating a significant attendance issue that needs to be addressed. Second, 20 students were identified with a substantial reading deficiency. These concerns underscore the need for targeted interventions to improve student attendance and enhance reading support to ensure all students have the opportunity to 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

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

The review of the prior year's FSA data revealed that only 73% of our students (3rd, 4th, 5th) made learning gains in ELA. Among the lowest quartile of students, the percentage making gains was even lower, 58%. Addressing this issue is crucial because these students are at a heightened risk of falling further behind, which can negatively impact their overall academic trajectory and self-esteem. By targeting this critical need, identified through data analysis, we aim to implement strategies and interventions that will boost their performance, ultimately fostering a more equitable and supportive learning environment for all students.

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.

3rd Grade - 100% of Lawton's 3rd grade students in the lowest quartile made a learning gain based on the 23-24 FSA data. Lawton plans to maintain this during the 24-25 school year.
4th Grade - 62% of Lawton's 4th grade students in the lowest quartile made a learning gain based on the 23-24 FSA data. Lawton plans for an increase of 8% by the FSA diagnostic 3 during the 24-25 school year.
5th Grade - 52% of Lawton's 5th grade students in the lowest quartile made a learning gain based on the 23-24 FSA data. Lawton plans for an increase of 18% by the FSA diagnostic 3 during the 24-25 school year.

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.

Focusing on the ELA lowest quartile can be effectively monitored through a structured and data-driven approach. Here's a detailed plan on how this can be done and its potential impact on student achievement outcomes:
1. Initial Assessment/Baseline Data Collection

2. Regular Assessments/Benchmark Testing

3. Data Analysis/Data Meetings

4. Intervention and Support

By implementing a comprehensive monitoring process and using the data to inform instructional practices and interventions, Lawton can impact the achievement outcomes of students in the lowest quartile in ELA.

Person responsible for monitoring outcome
Robert Navarro, Amanda Giammalvo, Kristan Priske

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 andSight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention(state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promisingevidence), FastForward (promising evidence), Corrective Reading (strongevidence),and Quick Reads (strong evidence).

Rationale:
ELA - A variety of interventions are available to the schools to allow them tomeet 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Robert Navarro, Lyssa Marquez, Amanda Giammalvo	2-3 Times per week

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

Identified students based on data will be provided small group instruction during the core reading lesson by their assigned classroom teacher. Students that are tier 3 for ELA in the MTSS process, will be provided additional small group instruction by Lawton's interventionist. The focus on the instruction will be based on areas of need as shown by data from FSA and iReady. Data collection from a teacher given assessment will take place every 10 lessons.

Action Step #2
iReady

Person Monitoring:	**By When/Frequency:**
Amanda Giammalvo	30 minutes per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be provided 30 minutes each week to work in the iReady online program to focus on skills needed to improve in ELA. This will be completed in the ELA block and monitored by the classroom teacher each week. A member of the school leaership team will monitor student data and progress twice each month. Student pathways will be adjusted as needed based on individual data.

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

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

The review of the prior year's FSA data revealed that only 65% of our students (3rd, 4th, 5th) made learning gains in math. Among the lowest quartile of students, the percentage making gains was even lower, 47%. Addressing this issue is crucial because these students are at a heightened risk of falling further behind, which can negatively impact their overall academic trajectory and self-esteem. By targeting this critical need, identified through data analysis, we aim to implement strategies and interventions that will boost their performance, ultimately fostering a more equitable and supportive learning environment for all students.

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.

3rd Grade - 100% of Lawton's 3rd grade students in the lowest quartile made a learning gain based on the 23-24 FSA math data. Lawton plans to maintain this during the 24-25 school year.
4th Grade - 57% of Lawton's 4th grade students in the lowest quartile made a learning gain based on the 23-24 FSA math data. Lawton plans for an increase of 13% by the FSA diagnostic 3 during the 24-25 school year.
4th Grade RAMP - 100% of Lawton's 4th grade RAMP (Accelerated Math) students in the lowest

quartile made a learning gain based on the 23-24 FSA math data. Lawton plans to maintain this during the 24-25 school year.

5th Grade - 29% of Lawton's 5th grade students in the lowest quartile made a learning gain based on the 23-24 FSA math data. Lawton plans for an increase of 31% by the FSA diagnostic 3 during the 24-25 school year.

5th Grade RAMP - 100% of Lawton's 5th grade RAMP (Accelerated Math) students in the lowest quartile made a learning gain based on the 23-24 FSA math data. Lawton plans to maintain this during the 24-25 school year.

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.

Focusing on the math lowest quartile can be effectively monitored through a structured and data-driven approach. Here's a detailed plan on how this can be done and its potential impact on student achievement outcomes:

1. Initial Assessment/Baseline Data Collection
2. Regular Assessments/Benchmark Testing
3. Data Analysis/Data Meetings
4. Intervention and Support

By implementing a comprehensive monitoring process and using the data to inform instructional practices and interventions, Lawton can impact the achievement outcomes of students in the lowest quartile in math.

Person responsible for monitoring outcome
Robert Navarro, Lyssa Marquez, Amanda Giammalvo, Eric Law

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:
Math- 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
iReady

Person Monitoring:	**By When/Frequency:**
Amanda Giammalvo	30 minutes per week

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

Students will be provided 30 minutes each week to work in the iReady online program to focus on skills needed to improve in math. This will be completed in the math block and monitored by the classroom teacher each week. A member of the school leaership team will monitor student data and progress twice each month. Student pathways will be adjusted as needed based on individual data.

Action Step #2
Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Robert Navarro, Lyssa Marquez, Amanda Giammalvo	1-3 times a week

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

Identified students based on data will be provided small group instruction during the core math lesson by their assigned classroom teacher 2-3 times per week. Students that are tier 3 for math in the MTSS process, will be provided additional small group instruction by Lawton's interventionist. The focus on the instruction will be based on areas of need as shown by data from FSA and iReady.

IV. Positive Culture and 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.

123 out of 745 students missed 15 or more days of school at Lawton Elementary during the 23-24 school year. This resulted in 17% of the student population missing instrustion that could have negatively impacted their acheivemnt 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.

17% of the student population missed 15 or more days of the 23-24 school year. For the 24-25 school year, a decrease by 7% is the desired outcome.

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 accessive absences.

Person responsible for monitoring outcome
Caryn Hinrichs, Theresa Fullan

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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. 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:
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. 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:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Personal Contact With Parent

Person Monitoring:	**By When/Frequency:**
Caryn Hinrichs, Theresa Fullan	5, 10, 15 Absences

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
Informational Attendance Emails

Person Monitoring:	**By When/Frequency:**
Robert Navarro, Caryn Hinrichs	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lawton attendance data will be shared with the school community monthly through emails. Strategies to improve attendance will be provided as well.

Action Step #3
Perfect Class Attendance Award

Person Monitoring:	**By When/Frequency:**
Robert Navarro, Caryn Hinrichs, Theresa Fullan	Every 5 Perfect Attendance Days

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will keep track of when ALL students are in attendace and have a place to display it in the classroom. Once a class attains 5 perfect attendance awards, they will earn one of the following: 1. Dance Party, 2. Snowcone Party, 3. No Homework Pass, 4. $10 Lawton Loot, 5. 10 Minutes Extra Recess, 6. Special Guest Reader (Subject to Change based on funds/needs)

Area of Focus #2

Teacher Retention and Recruitment

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.

Based on the Panorama Spring 2024 SCPS Climate Survey, the faculty and staff rated Lawton as 72% favorable in the overall social and learning climate of the school. A positive School Climate for the adults on campus helps create a positive learning environment for the students.

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.

Lawton Elementary will see a minimum 10% increase in the area of School Climate on the 2025 SCPS Panorama Spring Climate Survey.

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 will be meeting every two weeks and School Climate will be one of the bullet points discussed and planned for. The desired outcome is to improve school climate for Lawton's teachers and staff. The impact of creative a more positive school culture will filter down to the students and help increase student attendance which will also improve student academic growth.

Person responsible for monitoring outcome

Robert Navarro, Lyssa Marquez, Caryn Hinrichs, Camesha deCastro, Amanda Giammalvo, Toni Sterling

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Supportive Colleagues

Person Monitoring:	**By When/Frequency:**
Robert Navarro, Lyssa Marquez, Caryn Hinrichs, Camesha deCastro, Amanda Giammalvo, Toni Sterling	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To narrow down the school's focus with teachers, the question " When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?" will be the focus due to only 53% favorably rating it. To improve the area of supportive colleagues, Lawton will use their instruction staff to present different research based strategies through team leader meetings, PLC's and Wednesday afternoon professional development opportunities. The school calendar, Team Leader notes, PLC agendas and Wednesday PD schedule will support the process.

Action Step #2
Optimistic On Improvement

Person Monitoring:
Robert Navarro, Lyssa Marquez, Caryn Hinrichs, Camesha deCastro, Amanda Giammalvo, Toni Sterling

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To narrow down the school's focus with staff, the question " How optimistic are you that your school will improve in the future?" will be the focus due to only 73% favorably rating it. To positively impact this area with staff, Lawton will meet with all non instructional staff quarterly to share updates/ improvements and listen to thoughts/ideas on how to improve the school climate. THe school calendar will reflect when those meetings will take place.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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