

Seminole County Public Schools

CHILES MIDDLE 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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Melissa Laudani

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Mrs. Lauren McDonald

Position Title

Assistant Principal

Job Duties and Responsibilities

Math, Electives, CTE, Testing Administrator, School/Staff Recognition, Dividends and Community Service, PTSA and Fundraising, Title IX, PBIS Administrator, Mentoring Program

Leadership Team Member #3

Employee's Name

Mrs. Dana Richardson

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Dr. Jonathan Taylor

Position Title

Assistant Principal

Job Duties and Responsibilities

Language Arts, Electives, Exceptional Student Education; Program of Emphasis, Professional Development, Gradebook Support and Technology Support, Inventory, New Teacher Induction

Leadership Team Member #5

Employee's Name

Dr. Tricia Bridges

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline, HOPE, Wellness Wednesdays, Positive Behavior Intervention Support, Transportation, Tutorial Programs

Leadership Team Member #6

Employee's Name

Dr. Stacey Smith- Davis

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing Coordinator, Facilities and Maintenance, Emergency Management, Extracurricular Activities

Leadership Team Member #7

Employee's Name

Ms. Paige Brinker-Martin

Position Title

Literacy Coach

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name

Mrs. Terra Nystrom

Position Title

Curriculum Leader for Science

Job Duties and Responsibilities

Department Chair for all grade level Science

Leadership Team Member #9

Employee's Name

Mrs. Jennifer Capp

Position Title

Curriculum Leader for Social Studies

Job Duties and Responsibilities

Department Chair for all grade level Social Studies

Leadership Team Member #10

Employee's Name

Ms. Kelly Napierata

Position Title

Curriculum Leader for Math

Job Duties and Responsibilities

Department Chair for all grade level Math

Leadership Team Member #11

Employee's Name

Dr. Melissa Vardas

Position Title

Curriculum Leader for Language Arts

Job Duties and Responsibilities

Department Chair for all grade level Language Arts

Leadership Team Member #12

Employee's Name

Mrs. Patricia O'Neill

Position Title

Curriculum Leader for Electives

Job Duties and Responsibilities

Department Chair for all grade level Electives

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 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.

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 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	35.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	28.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	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							36	53	54	143
One or more suspensions							4	21	22	47
Course failure in English Language Arts (ELA)							2	7	4	13
Course failure in Math							8	7	5	20
Level 1 on statewide ELA assessment							36	31	45	112
Level 1 on statewide Math assessment							36	17	29	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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							25	28	30	83

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							10	9	0	19
Students retained two or more times							3	0	0	3

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							45	48	76	169
One or more suspensions							5	35	38	78
Course failure in ELA								5	24	29
Course failure in Math							4	7	16	27
Level 1 on statewide ELA assessment							45	68	87	200
Level 1 on statewide Math assessment							59	53	56	168
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

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							42	47	77	166

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										0
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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70	57	53	63	54	49	69	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	63	56	56				57		
ELA Learning Gains Lowest 25%	61	50	50				39		
Math Achievement *	78	65	60	71	61	56	73	37	36
Math Learning Gains	76	65	62				68		
Math Learning Gains Lowest 25%	72	60	60				53		
Science Achievement *	65	56	51	62	56	49	68	62	53
Social Studies Achievement *	84	73	70	80	72	68	84	62	58
Graduation Rate								59	49
Middle School Acceleration	88	77	74	89	76	73	86	51	49
College and Career Readiness								76	70
ELP Progress	79	65	49	37	50	40	90	80	76

*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 (FPI) 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)	ATSI
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	736
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	66%	69%	60%		75%	71%

* 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	39%	Yes	3	
English Language Learners	65%	No		
Asian Students	89%	No		
Black/African American Students	57%	No		
Hispanic Students	71%	No		
Multiracial Students	76%	No		
White Students	73%	No		
Economically Disadvantaged Students	62%	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	35%	Yes	2	
English Language Learners	37%	Yes	1	
Asian Students	94%	No		
Black/African American Students	56%	No		
Hispanic Students	65%	No		
Multiracial Students	61%	No		
White Students	75%	No		
Economically Disadvantaged Students	58%	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	35%	Yes	1	
English Language Learners	61%	No		
Native American Students				
Asian Students	90%	No		
Black/African American Students	66%	No		
Hispanic Students	67%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	58%	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	70%		63%	61%	78%	76%	72%	65%	84%	88%			79%
Students With Disabilities	21%		39%	43%	29%	64%	68%	8%	49%	31%			
English Language Learners	48%		65%	50%	71%	77%	71%		62%				79%
Asian Students	88%		84%	82%	92%	87%		84%	100%	98%			
Black/African American Students	54%		65%	59%	44%	54%	50%		75%				
Hispanic Students	67%		59%	56%	80%	76%	64%	61%	72%	93%			83%
Multiracial Students	73%		58%		79%	71%		74%	93%	81%			
White Students	69%		62%	62%	77%	77%	75%	65%	86%	85%			
Economically Disadvantaged Students	55%		54%	51%	61%	68%	67%	48%	69%	78%			73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	63%				71%			62%	80%	89%			37%
Students With Disabilities	21%				31%			22%	30%	71%			
English Language Learners	39%				53%			25%					30%
Asian Students	86%				94%			100%	97%	95%			
Black/African American Students	53%				47%			53%		69%			
Hispanic Students	55%				65%			43%	77%	84%			
Multiracial Students	73%				67%			25%	83%	55%			
White Students	62%				72%			68%	79%	92%			
Economically Disadvantaged Students	46%				54%			47%	63%	79%			

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	69%		57%	39%	73%	68%	53%	68%	84%	86%			90%
Students With Disabilities	18%		28%	23%	28%	48%	43%	18%	45%	62%			
English Language Learners	56%		49%	54%	56%	62%	50%		67%				90%
Native American Students													
Asian Students	89%		71%		97%	87%		91%	100%	97%			
Black/African American Students	55%		65%		60%	76%	75%	40%	88%				
Hispanic Students	70%		62%	46%	69%	67%	58%	70%	83%	80%			
Multiracial Students	67%		54%	50%	73%	66%	55%	64%	80%	91%			
Pacific Islander Students													
White Students	68%		55%	37%	73%	66%	49%	67%	82%	86%			
Economically Disadvantaged Students	54%		51%	36%	58%	62%	56%	55%	70%	76%			

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	6	75%	59%	16%	54%	21%
Ela	7	66%	56%	10%	50%	16%
Ela	8	66%	53%	13%	51%	15%
Math	6	68%	67%	1%	56%	12%
Math	7	83%	69%	14%	47%	36%
Math	8	22%	30%	-8%	54%	-32%
Science	8	64%	54%	10%	45%	19%
Civics		82%	72%	10%	67%	15%
Algebra		87%	53%	34%	50%	37%
Geometry		98%	55%	43%	52%	46%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

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

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

Most Improvement

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

The most improved data component is learning gains in Language Arts for the lowest 25%. Our students with disabilities has an increase of 4% based on the subgroup data summary. Also, 83% of our 7th grade students were proficient on their 2023-2024 Spring math statewide assessment, which consist of standard and accelerated.

Lowest Performance

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

The lowest performance is our students with disabilities. Even though we had a learning gain of 4%, unfortunately, we are 2 points below the score needed to be in compliance with the state of Florida. Also, only 22% of our 8th grade students were proficient on their 2023-2024 Spring math statewide assessment , which consist of standard. The district average is 30%, which is a decrease by 8%. Some contributing factors are, but not limited to, the gaps in their foundational skills. Math becomes more complex, requiring students to transition from arithmetic to more abstract thinking. Also, students may have difficulties due to language weaknesses or barriers, such as difficulty with vocabulary.

Greatest Decline

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

The greatest decline from the prior year is 8th grade standard math. FAST Scores from 2023 is 31% proficient and FAST Scores from 2024 is 22% proficient, which is a decrease by 9%.

Greatest Gap

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

Based on the state average of 54% for the FAST 2024, the greatest gap was grade 8 standard math. which is 22% proficiency.

EWS Areas of Concern

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

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

Highest Priorities

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

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

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

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

Measurable Outcome

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

Our SWD scores increased by 2% from the prior year 2023. However, we need to increase by 2% in order to meet the state requirements. Our measurable outcome is to have a 5% increase with our SWD students.

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.

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

Person responsible for monitoring outcome

Leadership Team

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 middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

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, Tier 4 – Demonstrates a Rationale

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

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

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly

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

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

Action Step #2

Teachers will examine focus strategies to increase student participation and engagement in the classroom.

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly

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

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

Action Step #3

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

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.

During the 2023-2024 school year, there were 19 - 6th grade students, 11- 7th grade students, and 42 - 8th grade students with fifteen or more unexcused absences. This is a total of 22% compared to the 2022-2023 school year which was 23%.

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.

Based on the 22% of students with fifteen or more unexcused absences in the 2023-2024 school year, we decreased the number by 5%.

Monitoring

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

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

Person responsible for monitoring outcome

All teachers and administrators

Evidence-based Intervention:

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Our school will decrease the fifteen unexcused absence rate from 22% to 17% for the 2024-2025 school year

Person Monitoring:

All teachers and administrators

By When/Frequency:

Weekly

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

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

Action Step #2

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

Person Monitoring:

All teachers and administrators

By When/Frequency:

Weekly

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

The actions steps will be for the teachers and administrators to implement the 1:1 intervention with

teacher / administration to build positive and purposeful relationships with the students; mentorship program; behavioral intervention plan; and PBIS to support all students.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

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 Chiles Middle School will continue to implement Positive Behavior Intervention Support (PBIS) for our administration, staff, and students. The program focuses on teaching school-wide expectations using a positive approach. We use proactive strategies to define, teach, and support appropriate student behaviors to create a positive school environment and maximize learning opportunities. Students are taught to Practice Safety, Act Responsibly, Work Hard, and Show Respect (PAWS). By teaching these expectations, the staff members are focusing on positive behaviors of each student. Students meeting these expectations are being rewarded and recognized through our school-wide reward program. By reinforcing positive desired behaviors, students are able to learn our school expectations, make better choices, and acquire the skills and attitudes necessary to be successful in life. In addition, our administration and staff will use Restorative Practice to build relationships with students. The purpose is to establish a culture of high expectations and support for all. This includes increased inclusivity, equity, and understanding of diversity on our campus. This practice involves processes that restore relationships when harm has occurred. And the staff and students have a voice in shaping the workplace environment.

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.

School Year	2022-2023	2023-2024
Total # Referrals	634	691
Grade 6	199	226
Grade 7	224	322
Grade 8	211	248

Based on last years discipline date, the there were 57 referrals more that the prior 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.

We will increase the score of the student-teacher relationships and academic personalism on the 5Essentials by 2% and decrease the discipline disproportionality of each subgroup by 10%.

Person responsible for monitoring outcome

Leadership Team

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:

All Levels - 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:

All Levels - 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 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increase the score on student-teacher relationships and academic personalism on 5 Essentials by 25%

Person Monitoring:

All teachers and administrators

By When/Frequency:

Weekly

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

Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. Also, 1:1 Intervention with teacher/administrator, MTSS, Behavior Intervention Plan, PBIS and 5 Essentials

Action Step #2

Our school will have a positive school culture and climate.

Person Monitoring:

All teachers and administrators

By When/Frequency:

Quarterly

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

1:1 intervention with administration/teachers, mentorship program, and behavioral intervention plan

with help decrease discipline referrals by 10%

Area of Focus #3

Other

Area of Focus Description and Rationale

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

We will increase the percent of students who have a trusted adult on campus by 5%

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.

Based on the prior year 2022-2023 safety survey, 70% of students have a trusted adult on campus they can talk to compared to last year, there were 71% of students.

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.

Our school will have a positive school culture and climate. We will increase the percentage of students who receive school-based interventions, social services through our school counselors and social worker, and any other assistance for academic learning.

Person responsible for monitoring outcome

Leadership team and teachers

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:

All Levels - 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:

All Levels - 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 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Our school will have a positive school culture and climate

Person Monitoring:

Leadership team and teachers

By When/Frequency:

Weekly

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

Conditions for Learning, PBIS, Restorative Practice circles and conferences, Data analysis for intervention and enrichment, MTSS, and behavior intervention plans

Action Step #2

The leadership team will provide professional development opportunities for teachers.

Person Monitoring:

Leadership team

By When/Frequency:

Monthly

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

During their Professional Learning Communities (PLC), the leadership team will continue to support the teachers by having open discussions about conditions for learning. This will be implemented by using the checklist that was provided in the teacher's handbook.

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