

Orange County Public Schools

Lawton Chiles Elementary



2021-22 Schoolwide Improvement Plan

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Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

<https://lawtonchileses.ocps.net/>

Demographics

Principal: Anthony Serianni

Start Date for this Principal: 7/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (67%) 2017-18: A (62%) 2016-17: B (57%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Serianni, Anthony	Principal	<p>The principal provides a common vision and direction for Lawton Chiles Elementary School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year, and that curriculum and instruction are aligned to grade-level specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.</p>
Willis, Erin	Assistant Principal	<p>The assistant principal works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. The assistant principal oversees operations and facilities, discipline, and helps create a supportive environment for all students, staff, and stakeholders.</p>
Martinez, Lauren	Instructional Coach	<p>The instructional coach provides content area support across grade levels. The instructional coach works with the grade level teams as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. As part of the instructional support team, the coach models lessons and plans with teams and teachers with the alignment of instructional strategies. The instructional coach provides professional development opportunities for teachers, leads PLCs on lesson planning for the ELA block.</p>
Gutzmore, Cheyenne	Instructional Coach	<p>The instructional coach provides content area support across grade levels. The instructional coach works with the grade level teams as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. As part of the instructional support team, the coach models lessons and plans with teams and teachers with the alignment of instructional strategies. The instructional coach provides professional development opportunities for teachers, leads PLCs on lesson planning for math instruction.</p>
Bryant, Alysha	Other	<p>MTSS Coach</p> <p>MTSS Coach monitors students' academic progress, works with classroom teachers and other school staff to determine appropriate interventions for students, as well</p>

Name	Title	Job Duties and Responsibilities
		as organizes parent-teacher conferences relative to MTSS procedures.
Dunlap, Sheila	Behavior Specialist	The behavior specialist provides information on behavior interventions being implemented, supports and advises classroom teachers to ensure effective classroom management strategies are being implemented, and works directly with students in regard to their behavior. The behavior specialist is part of the uses SEL strategies to support students. The behavior specialist works with the ESE team, School Counselor, and staffing specialist to provide information on student behavioral data, prior history of behavior, and monitors behavioral interventions that are being implemented.
Carrasquilo, Crystal	Staffing Specialist	The Staffing Specialist monitors the ESE population of students, including the ESE unit on campus. The Staffing Specialist is part of the MTSS team and also completes ESE documentation for compliance. The Staffing Specialist facilitates IEP and 504 meetings as well as assists with the implementation and monitoring of the support facilitation model on campus and helps to monitor the academic progress of students with disabilities.
Massoni, Ana	ELL Compliance Specialist	The ESOL Compliance Specialist monitors ELL student performance throughout the school year and oversees ESOL Compliance concerns. The instructional support person is responsible for supporting English Language Learners at the school. The support person helps ELL students through testing, making sure they are appropriately placed, providing the necessary resources for success, and organizes support as needed in the classrooms.
Roscoe, Alison	Curriculum Resource Teacher	The Curriculum Resource Teacher (CRT) manages instructional resources on campus, works with classroom teachers and school staff to determine appropriate resources to support student learning needs. The The testing coordinator, the teacher organizes and prepares the school and teachers for testing. The CRT also serves as the testing coordinator, and provides professional development as it relates to testing.
Buchanan , Emma	Guidance Counselor	The guidance counselor collaborates on school-wide initiatives to increase student achievement. Guidance

Name	Title	Job Duties and Responsibilities
		offers classroom guidance and small group counseling throughout the school year to meet student social emotional needs, and works with outside agencies to provide additional counseling for students upon parent request. The guidance counselor is a member of the MTSS team and works closely with the teachers and other school staff to determine appropriate interventions for students.

Demographic Information

Principal start date

Tuesday 7/14/2020, Anthony Serianni

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

600

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	88	92	126	108	100	0	0	0	0	0	0	0	545
Attendance below 90 percent	19	20	26	40	23	21	0	0	0	0	0	0	0	149
One or more suspensions	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	20	23	25	0	0	0	0	0	0	0	68

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	4	3	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	91	114	111	110	93	0	0	0	0	0	0	0	552
Attendance below 90 percent	9	27	30	31	27	17	0	0	0	0	0	0	0	141
One or more suspensions	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	11	7	1	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	8	4	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	10	10	16	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	91	114	111	110	93	0	0	0	0	0	0	0	552
Attendance below 90 percent	9	27	30	31	27	17	0	0	0	0	0	0	0	141
One or more suspensions	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	11	7	1	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	8	4	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	10	10	16	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%			54%	57%	57%	53%	56%	56%
ELA Learning Gains	52%			58%	58%	58%	50%	55%	55%
ELA Lowest 25th Percentile	55%			58%	52%	53%	37%	48%	48%
Math Achievement	61%			78%	63%	63%	75%	63%	62%
Math Learning Gains	61%			82%	61%	62%	84%	57%	59%
Math Lowest 25th Percentile	70%			83%	48%	51%	71%	46%	47%
Science Achievement	50%			59%	56%	53%	64%	55%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison						
04	2021					
	2019	58%	57%	1%	58%	0%
Cohort Comparison		-46%				
05	2021					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	62%	4%	62%	4%
Cohort Comparison						
04	2021					
	2019	87%	63%	24%	64%	23%
Cohort Comparison		-66%				
05	2021					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	54%	-1%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All grade levels, K-5, utilized iReady Reading and Math for progress monitoring during the 2020-2021 school year, and PMA data was used for 5th grade science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	31%	56%
	Economically Disadvantaged	12%	28%	53%
	Students With Disabilities	17%	17%	33%
	English Language Learners	0%	14%	36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	27%	45%
	Economically Disadvantaged	10%	25%	38%
	Students With Disabilities	8%	17%	33%
	English Language Learners	8%	7%	29%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	32%	44%
	Economically Disadvantaged	12%	21%	40%
	Students With Disabilities	10%	15%	15%
	English Language Learners	7%	32%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	23%	29%
	Economically Disadvantaged	8%	18%	19%
	Students With Disabilities	5%	5%	5%
	English Language Learners	7%	11%	15%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	22%	40%
	Economically Disadvantaged	7%	20%	39%
	Students With Disabilities	0%	4%	13%
	English Language Learners	6%	14%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	15%	26%
	Economically Disadvantaged	0%	11%	22%
	Students With Disabilities	0%	4%	5%
	English Language Learners	0%	6%	28%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	17%	20%
	Economically Disadvantaged	13%	13%	17%
	Students With Disabilities	0%	0%	8%
	English Language Learners	7%	9%	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	10%	27%
	Economically Disadvantaged	6%	8%	21%
	Students With Disabilities	0%	0%	16%
	English Language Learners	2%	4%	18%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	10%	18%
	Economically Disadvantaged	7%	8%	14%
	Students With Disabilities	0%	0%	4%
	English Language Learners	8%	0%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	18%	32%
	Economically Disadvantaged	11%	17%	29%
	Students With Disabilities	8%	0%	12%
	English Language Learners	5%	12%	19%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	59%	56%	65%
	Economically Disadvantaged	53%	43%	61%
	Students With Disabilities	33%	33%	45%
	English Language Learners	53%	44%	54%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	35	50	44	62	69	16				
ELL	41	43		55	52		39				
BLK	52			55							
HSP	50	52	63	61	57	71	47				
WHT	48	64		61	64		60				
FRL	44	43	60	56	56	67	43				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	59	62	53	78	73	41				
ELL	48	51	50	77	83	80	50				
BLK	67	57		87	70		64				
HSP	49	55	60	75	81	83	53				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	63	68		87	100		90				
FRL	49	56	61	75	81	80	49				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	28	29	34	65	64	11				
ELL	32	39	38	61	83	76	35				
BLK	58	55		78	86		54				
HSP	48	48	36	73	84	71	64				
WHT	67	61		82	83		64				
FRL	50	48	41	75	82	69	65				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The area of ELA achievement was the single-largest area that trails both district and state levels. By subgroup, students with disabilities (SWD) trailed behind the overall performance of all students (22% for SWD v. 60% for all students) for proficiency. English-Language Learners (ELL), while performing better than SWD subgroup still performed significantly below their grade-level peers (31% ELL proficiency v. 60% proficiency for all students). When reviewing the initial results from the 2021 spring assessments, similar trends emerged as 3rd, 4th, and 5th grade proficiency on the FSA Reading and the Florida State Science Assessment were at or below district and state levels.

Similar gaps exist in math proficiency for these same subgroups. Students with disability scored 42% proficient in math as compared to 61% proficiency for all students. The gap was larger for ELL students with 29% scoring proficient as compared to 62% proficiency in math for all students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement exist for our SWD subgroup, particularly in the area of ELA proficiency with 22% of students meeting proficiency as compared to 60% of non-disabled peers reaching proficiency. However progress monitoring data indicates our school dropped in Math proficiency over the last three years as measured by iReady (2019- 51%, 2020-21%, 2021-38%) as well as ELA making minimal gains in the same timeframe, according to iReady (2019- 38%, 2020-26%, 2021-40%).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the impact of distance learning and the pandemic, we saw our students with disabilities were disproportionately negatively impacted by learning loss. Following the conclusion of the 2021 school year, summer school was offered and focused on closing learning gaps. The upcoming school year will continue to focus on closing the learning gaps by targeting this subgroup with a scheduled MTSS improvement block time, as well as targeted small group, differentiated instruction. We will monitor data monthly to evaluate effectiveness, and modify as supported by data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

From the 2017-18 school year to the 2018-19 school year, the area that improved the most was the learning gains for both ELA and Math of the lowest 25%. ELA moved from 37% of students in the bottom quartile making a learning gain, to 59% in 2019, and 71% of students in the bottom quartile making a learning gain in math to 83% in 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We implemented differentiated, small group instruction based on formative assessment during the 2018-2019, 2019-2020, and the 2020-2021 school years. We were also able to offer tutorials primarily focused on our lower-performing subgroups twice a week.

What strategies will need to be implemented in order to accelerate learning?

We will utilize PLC process to ensure we are able to build upon student background knowledge in order to accelerate student learning, focusing on Academic Vocabulary and attempting to utilize that vocabulary as a part of student discourse. Furthermore we will utilize the previewing strategy both in tutoring and core instruction to promote student acceleration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will revise our PLC process so that it includes the acceleration framework, which will be the basis of our afterschool tutorial as needed to support student learning and close learning gaps. Moreover the weekly PLC will included imbedded professional development focused on small group instruction, meeting the unique needs of students and utilizing data to make instructional decisions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation and effectiveness of all systems will be monitored using the Pulse Check Protocol. This protocol allows leadership to rate planning, capacity, and likelihood of success for each focus area on a monthly basis. Using this information leadership can adjust plan on a continuous basis to meet the needs of the school. This practice will be initiated this year and continued throughout upcoming years creating continuity of expectations and implementation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Small group instruction is a teaching model that will allow teachers to provide targeted, systematic instruction to meet the needs of all students. Teachers will use data to provide students with access to differentiated curriculum and instruction as needed for student success. Instruction may be differentiated through process, product, or content. This area was identified as a critical need through observational and assessment data. Based on school data, Lawton Chiles needs to support teachers and students with strategies to make sure all subgroups are making adequate progress. Observational data indicated that many teachers were defaulting to teaching the whole group and not planning for differentiated small group opportunities.

Measureable Outcome: Increase student learning gains in ELA from 50% to 55%,
 Increase lowest 25% of students learning gains in ELA from 58% to 64%
 Increase student learning gains in Mathematics from 59% to 65%.
 Increase lowest 25% of students learning gains in Mathematics from 67% to 74%.

Monitoring: The leadership team will meet with teachers monthly to review progress monitoring data for student growth. The leadership team will evaluate classroom walkthrough data, meet monthly to review progress toward a specific school goals, and engage in a quarterly review of all school improvement initiatives to determine the effectiveness of action steps. We will develop next steps, and modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Person responsible for monitoring outcome: Alysha Bryant (alysha.bryant@ocps.net)

Evidence-based Strategy: In order to increase the percentage of all students who make a learning gain, specifically students within the six federal subgroups (SWD) who fell below the 41% proficiency threshold, our school will be focusing on small-group differentiated instruction to meet the needs of our students.

Rationale for Evidence-based Strategy: While only one subgroup failed to reach the 41% threshold in 2018-19, students with disabilities (SWDs) and English language learners (ELLs) were consistently Lawton Chiles Elementary' s lowest performing subgroups on both reading (SWD- 16.1%, ELLs- 47.8%) and math (SWD - 53%, ELL - 67%). In order to appropriately scaffold content and differentiate instruction to help all students improve, small groups are essential. Differentiating the resources, supports, and scaffolds based on the needs of the students will accelerate the process. Small-group, differentiated instruction helps support district initiative for high expectations for student learning by closing the achievement gap, promoting early literacy, and social-emotional learning.

Action Steps to Implement

Leadership will analyze and disaggregate multiple data, such as Progress Monitoring Activities (PMAs), iReady, common assessments, and other relevant and available program data, in order to establish baseline student academic needs for teachers. (August)

Person Responsible Erin Willis (erin.willis@ocps.net)

Leadership will design, model, and support teachers in implementing small group differentiation instructional models.

Person Responsible Lauren Martinez (lauren.martinez@ocps.net)

Leadership will utilize the FOCUSED walkthrough instrument to inform instructional coaching and support in the area of small group instruction in order to increase teacher capacity and narrow the achievement gap. This support will include a system by which teachers can observe and be coached in the use of the models. (Initial: August; ongoing)

Person Responsible Lauren Martinez (lauren.martinez@ocps.net)

Leadership will develop a system by which teachers will track student progress in order to determine the effectiveness of professional development and coaching in the area of small group instruction. (Initial: August; ongoing)

Person Responsible Alysha Bryant (alysha.bryant@ocps.net)

Leadership will work with teachers to design instruction that includes small-group differentiation based on student needs, and help teachers empower students to track their own progress. (Ongoing)

Person Responsible Alysha Bryant (alysha.bryant@ocps.net)

Leadership will provide support for teachers in designing appropriate and differentiated interventions within the classroom while also working directly with students in small groups who are in need of additional academic support in Language Arts and Mathematics, including SWDs and students in the lowest 25% of ELA and Mathematics. (Initial: August; ongoing)

Person Responsible Erin Willis (erin.willis@ocps.net)

Leadership will use principles of responsive facilitation to support and implement the cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of small-group differentiation strategies through observation and data analysis, provide targeted feedback to teachers for improvement, and engage teachers in ongoing professional development within common planning times and instructional coaching cycles. (Ongoing)

Person Responsible Anthony Serianni (anthony.serianni@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Prior year FSA data indicated that less than 50% of all students assessed scored a level 3 or higher in ELA, making improvement in ELA proficiency a critical area of need for Lawton Chiles Elementary.

Measureable Outcome: Increase student proficiency in ELA from 47% to 52%

Monitoring: The leadership team will meet with teachers monthly to review progress monitoring data for student growth. The leadership team will meet monthly to review progress toward a specific school goal, and engage in a quarterly review of all school improvement initiatives to determine the effectiveness of action steps and develop next steps as needed.

Person responsible for monitoring outcome: Anthony Serianni (anthony.serianni@ocps.net)

Evidence-based Strategy: During the 2021-22 school year, LCE will provide teachers with ongoing, embedded professional development on Kagan structures, the use of digital tools for engagement, and Core Connections (the use of writing to demonstrate knowledge).

Rationale for Evidence-based Strategy: While only one subgroup failed to reach the 41% threshold in 2018-19, students with disabilities (SWDs) and English language learners (ELLs) were consistently Lawton Chiles Elementary's lowest performing subgroups on both reading (SWD- 16.1%, ELLs- 47.8%) and math (SWD - 53%, ELL - 67%). In order to close achievement gaps, our school would benefit from professional development in engaging students in standards-based learning tasks that promote processing and allow for teachers to monitor for student understanding. A focus on research-based strategy of academic conversations to engage students in academic discourse, and Kagan structures to equip teachers with strategies designed to improve cooperative learning will be on going. Increasing student engagement in standards based learning helps support district initiative for high expectations for student learning by closing the achievement gap, promoting early literacy, and social-emotional learning.

Action Steps to Implement

Leadership will work with teachers to increase their capacities related to student engagement in standards-based learning tasks which include structures that support student processing and monitoring for understanding. Further, leadership will work with teachers to ensure that opportunities for academic discourse are thoroughly planned and implemented with fidelity. This will improve the overall instruction received by all students, including the identified ESSA subgroups (SWD, ELLs) (Initial: August/September; ongoing)

Person Responsible Alison Roscoe (alison.roscoe@ocps.net)

Leadership will provide individual coaching and support connecting classroom practice centering on engaging students in standards-based learning tasks, which include structures that support student processing and monitoring for understanding, with the Marzano Framework. Specific elements that will be addressed are: Helping Students Process New Content; Helping Students Examine Their Reasoning; Helping Students Practice Skills, Strategies, and Processes; Helping Students Revise Knowledge.

Person Responsible Alison Roscoe (alison.roscoe@ocps.net)

School leadership will utilize the FOCUSED walkthrough instrument designed to identify teacher needs with regard to instructional strategies for student engagement. Walkthrough results will be used to provide individualized coaching and support for teachers throughout the school year. Data will be updated on a monthly basis, as part of the school-wide monitoring system.

Person Responsible Alison Roscoe (alison.roscoe@ocps.net)

Leadership will collaborate with Core Connections to provide ELA and Reading teachers with comprehensive writing training. Teachers will participate in 2 training sessions and 2 coaching/modeling sessions. These trainings will help teachers engage students in practicing the writing process. This process includes text annotation, planning for writing, and writing academic paragraphs and full essays to demonstrate understanding of standards-based materials.

Person Responsible Lauren Martinez (lauren.martinez@ocps.net)

Leadership will use principles of responsive facilitation to support and implement the cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of small-group differentiation strategies through observation and data analysis, provide targeted feedback to teachers for improvement, and engage teachers in ongoing professional development within common planning times and instructional coaching cycles. (Ongoing)

Person Responsible Anthony Serianni (anthony.serianni@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Decrease the number of behavioral referrals by 10%, from 76 referrals from the 20-21 school year to 68 referrals by the end of the 21-22 school year.
- Decrease the number of threat assessments by 10%, from 29 threats from the 20-21 school year to 26 threats by the end of the 21-22 school year.
- Increase the number of parents attending monthly Coffee with the Counselor social emotional workshops by 10% from the beginning of the school year (September) to the end of the school year (May).

Measureable Outcome:

- The number of behavioral referrals for the 21-22 school year will decrease by 10%, as identified by Skyward reports.
- The number of threat assessments for the 21-22 school year will decrease by 10%, as identified by SESIR.
- The number of parent/guardian attendees at the monthly Coffee with the Counselor social emotional workshops will increase by 10%, as identified by attendance logs.

Progress towards these goals will additionally be assessed utilizing Panorama Ed survey data (specifically, Parents/Families' perceptions of barriers to engagement and school climate) and DESSA screener baseline data.

Monitoring:

The leadership team will monitor and measure the impact of implemented school improvement goals through analysis of the classroom walkthrough data, evaluative instructional and leadership practice observational data, monthly and quarterly student performance data, and quantitative and qualitative data from students, staff, and families using school counseling needs assessments conducted at the beginning, middle, and end of the school year. The team will engage in a quarterly review of all school improvement initiatives to determine the effectiveness of action steps. We will modify our plan of action as indicated by data, student needs, staff needs, and community needs.

Person responsible for monitoring outcome:

Emma Buchanan (emma.buchanan@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to

be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction. Determine cognitive and conative strategies that align with the standard. Interpret standards and student needs to intentionally integrate aligned instructional strategies.

Person Responsible [no one identified]

Strengthening Communication. Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House).

Develop bi-monthly school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources (Lawton Ledger).

Person Responsible Erin Willis (erin.willis@ocps.net)

Building Community. Establish a family resource center where families can access resources and information to support student and school success. Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning .

Person Responsible Emma Buchanan (emma.buchanan@ocps.net)

Creating Connections. Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages). Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture.

Person Responsible Emma Buchanan (emma.buchanan@ocps.net)

#4. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Improving the culture and environment at the school by increasing community involvement is a key area of focus this year. Although our school survey from last year indicated that parents seem satisfied overall with our school, our school volunteers (ADDitions), partners in education, and parent academy attendance were down last year considerably.

Measureable Outcome: As a result of this plan, we will increase the number of ADDitions volunteers by 25% from the 2019-2020 school year, increase our Partners in Education (PIEs) by 10% from the 2019-2020 school year, and ensure that 50% of our parents attend at least one Parent Academy event this school year.

Monitoring: Data for these initiatives will be monitored during the monthly Pulse Check meeting.

Person responsible for monitoring outcome: Anthony Serianni (anthony.serianni@ocps.net)

Evidence-based Strategy: We will be working through the lens of Karen Mapp's Dual Capacity-Building Framework for Family-School Partnerships. Our main focus this year is to establish the "essential conditions," specifically ensuring the relationship with our community is based on: (1) mutual trust, (2) learning, (3) culturally responsiveness, (4) collaboration, and (5) interaction. Furthermore, we will focus on our school outreach being systematic, integrated, and sustained.

Rationale for Evidence-based Strategy: According to Mapp, in order for an organization to achieve positive outcomes within the dual capacity-building framework, certain essential conditions must be in place. The pandemic has decimated our community partnerships and changed the way in which our school relates to the community. It therefore seems appropriate to re-establish the conditions required before moving forward.

Action Steps to Implement

Parent Engagement Liaison and Community Outreach Coordinator will review existing data related to ADDitions volunteers, Partners in Education, Parent Academy participation, and family surveys to determine school needs. (August 2021)

Person Responsible Marla Rodriguez (marla.rodriguez@ocps.net)

Parent Engagement Liaison and Community Outreach Coordinator will develop a marketing campaign designed to establish partnerships with business within the community. The Parent Engagement Liaison and Community Outreach Coordinator will sustain these relationships through consistent, systematic, and mutually beneficial outreach. (August 2021)

Person Responsible Marla Rodriguez (marla.rodriguez@ocps.net)

ADDitions Coordinator will develop a system by which ADDitions volunteers are signed in by front office staff and ADDitions hours are tracked consistently and accurately. (August 2021)

Person Responsible Marla Rodriguez (marla.rodriguez@ocps.net)

Parent Engagement Liaison and Community Outreach Coordinator will create a form by which parents and community stakeholders can update their contact information on the school website. Parent Engagement Liaison and Community Outreach Coordinator will use email-based communication (school newsletter, ClassDojo, Remind, Connect Orange) to promote Parent Academy events with pictures and outcomes in order to establish the value of the events to parents. (ongoing, start August 2021)

Person Responsible Marla Rodriguez (marla.rodriguez@ocps.net)

Leadership will monitor the progress of the community engagement initiative through the use of the Pulse Check protocol. Parent Engagement Liaison and Community Outreach Coordinator will rate the initiative, and provide rationale for the rating, in the areas of (1) planning, (2) capacity, (3) progress, and (4) likelihood of success. They will then provide recommendations for how the initiative can be improved to increase the overall likelihood of achieving the stated goals. (monthly, beginning September 2021)

Person Responsible Ana Massoni (ana.massoni@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to

support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All staff members will be contributing to the positive culture of the school by participation in PBiS, character traits and SEL instruction. The leadership team will be supporting community involvement , with Emma Buchanan, School Counselor and Sheila Dunlap, Behavior Specialist,spearheading the implementation of the this initiative.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	300-Purchased Services	0213 - Lawton Chiles Elementary	General Fund		\$2,800.00
			<i>Notes: Core Connections training was purchased out of the general fund to support teachers in implementing strategies designed to increase student engagement on standards-based content.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	300-Purchased Services	0213 - Lawton Chiles Elementary	School Improvement Funds		\$3,000.00
			<i>Notes: Our school newsletter is through a service called Target Performance Systems. TPS edits and formats the newsletter for each issue, sends it to all community members, and tracks the extent to which the newsletter is being read by our constituents. School improvement funds will be requested from the SAC to pay for this service.</i>			
					Total:	\$5,800.00