Lawnwood Elementary School

2021-22 Schoolwide Improvement Plan

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Lawnwood Elementary School

1900 S 23RD ST, Fort Pierce, FL 34950

http://www.stlucie.k12.fl.us/lwe/

Demographics

Principal: Felicia Nixon

Start Date for this Principal: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (44%) 2016-17: C (44%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lawnwood Elementary School is to provide rigorous, quality instruction which will prepare our students to meet the challenges they will encounter throughout all developmental and social stages of life.

Provide the school's vision statement.

The vision of Lawnwood Elementary is to engage all stakeholders in creating an environment conducive to learning. Each stakeholder will have an active part in this process:
*Students-students will actively participate in challenging, engaging and satisfying work. Students will conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere and ensures the rights of others.
*Parents-Parents will instill the importance of education.
*School Staff-The entire school staff will support and nurture students as they participate in challenging, engaging and satisfying work. The school staff will provide students with a safe environment while students grow and become productive citizens. They will also model the importance of lifelong learning by their commitment to their professional growth.
*Community Members/Business Partners-Community members and business partners will support the school by volunteering, modeling and mentoring.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Nixon, Felicia	Principal	The Elementary School Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Mancuso, Elish	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.
Lyshon, Gloria	Instructional Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans.
Tison, Bethany	Instructional Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans.

Demographic Information

Principal start date
Monday 7/1/2019, Felicia Nixon

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.*
0

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.*
0

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
735

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
17

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	147	132	126	136	131	106	0	0	0	0	0	0	0	778
Attendance below 90 percent	47	36	29	39	38	16	0	0	0	0	0	0	0	205
One or more suspensions	2	3	1	0	8	3	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	64	51	18	0	0	0	0	0	0	0	133
Level 1 on 2019 statewide FSA Math assessment	0	0	0	46	46	28	0	0	0	0	0	0	0	120
Number of students with a substantial reading deficiency	3	8	10	15	29	6	0	0	0	0	0	0	0	71

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	2	4	4	50	49	20	0	0	0	0	0	0	0	129

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/19/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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	0	0	0	0	0	0	0	0	0	0	

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				32%	50%	57%	37%	50%	56%
ELA Learning Gains				40%	55%	58%	53%	54%	55%
ELA Lowest 25th Percentile				41%	54%	53%	48%	55%	48%
Math Achievement				38%	53%	63%	44%	56%	62%
Math Learning Gains				32%	50%	62%	45%	56%	59%
Math Lowest 25th Percentile				31%	42%	51%	37%	46%	47%
Science Achievement				31%	46%	53%	45%	51%	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	28%	50%	-22%	58%	-30%	
Cohort Comparison							
04	2021						
	2019	34%	51%	-17%	58%	-24%	
Cohort Comparison		-28%					
05	2021						
	2019	33%	48%	-15%	56%	-23%	
Cohort Comparison		-34%					

			MATH				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2021						
	2019	43%	55%	-12%	62%	-19%	
Cohort Comparison							
04	2021						
	2019	41%	54%	-13%	64%	-23%	

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-43%				
05	2021					
	2019	27%	47%	-20%	60%	-33%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	46%	-16%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA and Math data used for progress monitoring for Grades K-5 was iReady Diagnostics. Science progress monitoring data was the Unit ASsessments provided by the school district.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	12%	30%
	Economically Disadvantaged	20%	11%	28%
	Students With Disabilities	11%	0	30%
	English Language Learners	11%	0	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	12%	31%
	Economically Disadvantaged	12%	10%	31%
	Students With Disabilities	9%	10%	11%
	English Language Learners	5%	5%	11%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60%	64%	74%
	Economically Disadvantaged	60%	54%	71%
	Students With Disabilities	10%	27%	34%
	English Language Learners	29%	37%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63%	68%	86%
	Economically Disadvantaged	59%	65%	85%
	Students With Disabilities	20%	46%	83%
	English Language Learners	42%	53%	79%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	44%	50%
	Economically Disadvantaged	30%	43%	47%
	Students With Disabilities	4%	11%	25%
	English Language Learners	15%	26%	34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%	63%	78%
	Economically Disadvantaged	40%	63%	79%
	Students With Disabilities	20%	37%	56%
	English Language Learners	29%	60%	77%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	54%	62%
	Economically Disadvantaged	46%	54%	60%
	Students With Disabilities	33%	15%	23%
	English Language Learners	35%	37%	59%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56%	65%	80%
	Economically Disadvantaged	56%	65%	79%
	Students With Disabilities	31%	54%	62%
	English Language Learners	50%	59%	78%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	48%	67%
	Economically Disadvantaged	45%	50%	65%
	Students With Disabilities	0	0	63%
	English Language Learners	21%	30%	47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74%	81%	67%
	Economically Disadvantaged	71%	79%	65%
	Students With Disabilities	38%	56%	63%
	English Language Learners	63%	80%	47%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	35%	42%	41%
	Economically Disadvantaged	36%	41%	39%
	Students With Disabilities	14%	25%	11%
	English Language Learners	21%	30%	55%

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	11	54		26	62						
ELL	34	79	92	51	73		36				
BLK	27	52	55	39	46	43	33				
HSP	39	70	87	51	74	64	45				
WHT	54			50							
FRL	33	60	72	41	57	48	35				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	31	31	15	39	35	13				
ELL	18	33	39	33	28	29	10				
BLK	24	36	41	30	34	37	23				
HSP	28	35	48	41	27	27	24				
WHT	76	74		59	39		80				
FRL	28	40	34	39	34	35	27				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	38		13	24	27					
ELL	22	53	50	35	42	41	19				
BLK	26	46	52	31	38	37	31				
HSP	37	55	42	51	53	33	42				
WHT	77	77		68	45		88				
FRL	33	52	53	40	43	39	37				

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)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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%	

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?

According to the 2020-2021 FSA Data, our students score below grade level in ELA Craft and Structure, ELA Integration of Knowledge and Ideas, and Key Ideas and Details

Current Grade 4 Students (2021 FSA Grade 3 Students)
Craft and Structure 76% Below Grade Level
Integration of Knowledge and Ideas 77% Below Grade Level
Key Ideas and Details 75% Below Grade Level

Current Grade 5 Students (2021 FSA Grade 4 Students)
Craft and Structure 73% Below Grade Level
Integration of Knowledge and Ideas 78% Below Grade Level
Key Ideas and Details 80% Below Grade Level

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

According to our 2019 and 2021 FSA Assessment Results, we have a low percentage of students scoring proficient in ELA.

Reading Proficiency
2019 32% Scored Proficient
2021 34% Scored Proficient

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

Many of our virtual students did not actively participate in the online instruction. In addition, attendance was a challenge for many of our students due the the Pandemic. In order to increase the number of students scoring proficient in ELA, we must take action.
#1 Utilize the Collaborative Planning Sessions to deepen teachers' knowledge of the ELA BEST Standards, Math Standards, and Science Standards.
#2 Design Standards-aligned instruction to support student learning. Lessons will be scaffolded to support students as they interact with new knowledge. We will also deepen students' understanding by differenitiating strategies and processes.
#3 Monitor the Learning - Together we will track students' progress and use the data

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

ELA Proficiency has improved from 32% to 34%
ELA Learning Gains have improved from 40% to 63%
ELA Learning Gains BQ have improved from 41% to 75%
Math Proficiency has improved from 38% to 44%
Math Learning Gains have improved from 32% to 58%
Math Learning Gains BQ have improved from 31% to 52%
Science Proficiency has improved from 31% to 39%

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

All K-5 students participated in the iReady Fall Pretest for Reading and Math. Teachers and students developed academic goals based on the iReady Data. Students completed 45 minutes of iReady Reading and Math every week. Teachers tracked students progress and developed small group instruction based on the data. Students were recognized for their achievement. Students also participated in the Winter and Spring iReady Assessment. iReady was used as a progress monitoring tool to measure growth in reading and math.

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

#1 The key to accelerating rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills.
#2 Use the Unit Assessment Common ASsessment Data to monitor and verify learning so that critical missing skills and concepts can be identified.
#3 During core instruction, teachers will provide scaffolds that help all students access grade-level content. Outside of core instruction, teachers will use intervention time to provide targeted instruction on specific skills or concepts gives an even bigger boost for students who have missed critical content upon which current lessons rely.
#4 We will build students' background knowledge and vocabulary. We will bolster students' comprehension of grade-level text by building knowledge and vocabulary in a variety of ways, including immersion in multimedia resources that focus a single topic.

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.

Faculty and Staff Members will be invited to participate in a bookstudy.
Throughout the year we will read and apply strategies within this book.
Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success
By Suzy Pepper Rollins

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

There are no additional services to be listed at this time.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Collaborative Planning opportunities will be provide time to deepen teachers' understanding of the content standards, plan standards-based instruction based on the needs of the individual students, and provide student engagement. The Literacy Coach and the Math Coach will facilitate these sessions. The Literacy and Math Coaches will begin on August 16, 2021 and continue until the end of the school year. Funding from UNISIG for Two (2) Literacy Coaches and a Math Coach will begin 9/1/21. The Math Coach will strengthen the assigned school's mathematics program through services to students and teachers which utilize proven research-based techniques (see attached job description). The Literacy Coaches (K-2 and 3-5) will provide support, coaching and professional development that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Measurable Outcome:	According to the 2021 FSA Data, 34% of students scored proficient on ELA 63% of students made ELA learning gains 75% of BQ students made ELA learning gains 44% of students scored proficient on Math 58% of students made Math learning gains 52% of BQ students made Math learning gains By Spring 2022, FSA proficiency will increase by at least 5% in ELA. FSA proficiency will increase by at least 5% in Math. From September 2021- April 2022, students will participate in common assessments. The Common Assessment data in ELA will show 39% of students performing proficient. The Common Assessment data in Math will show 49% of students performing proficient.
Monitoring:	A Collaborative Planning Schedule will be provided to ensure that ELA and Math planning sessions are held 4-5 times per week. All teachers will be expected to actively participate in the planning sessions and administration will also attend some planning sessions. CLP sessions will be facilitated by the Instructional Coaches or the grade level leader. Instructional Partners will also support the CLP. Attendance rosters and meeting agendas will be monitored by Administration. Administration will also review the lesson plans and conduct classroom walk-throughs to ensure that students are engaged in standards-aligned learning tasks.
Person responsible for monitoring outcome:	Felicia Nixon (felicia.nixon@stlucieschools.org)
Evidence-based Strategy:	Collaborative Planning will be led by the Instructional Coaches and or the grade level leader. Together we will focus on academic standards and the delivery of standards-based instruction. We will plan Standards-based instruction and design opportunities for students to interact with grade-level new knowledge and deepen their understanding. Additional collaborative planning time will be provided for teachers after school and on Saturdays to ensure they have time to plan quality, standards-based lessons. ** Throughout the CLP Process we will have checkpoints. Administration and coaches will monitor to ensure that the CLP meets the needs of the teachers. We will review CLP Protocols to ensure that we are building capacity within the grade group. Unit ASsessment Data will also be used to monitor the impact of the CLP.

Rationale for Evidence-based Strategy:	Collaborative Planning will be an essential component of building teachers' capacity and student achievement. Teachers need time to discuss grade-level student work and examine student work. Teachers need time to work as a grade level team to examine Standards, plan to provide Standard-based instruction, and provide instruction for ESSA sub-groups

Action Steps to Implement

1. Grade Level teams will cultivate trust and build on strengths and experience.
2. Teams will develop expectations, norms, and assign roles.
3. Teams will participate in CLP 4-5 times per week.
4. Instructional Coaches and lead teachers will facilitate the collaborative planning sessions.
5. Teachers will use quality materials and resources to plan Standards-based lessons and deliver quality instruction for all students.
6. Math Coach and Literacy Coach will monitor instruction, coach, and model for the teachers to ensure that rigorous, standards-based instruction is being provided.

During CLP we will discuss the following questions:
What is it we want our students to learn?
How will we know if each student has learned it?
How will we respond when some students do not learn it?
How can we extend the learning for students who have demonstrated proficiency?

Person Responsible Felicia Nixon (felicia.nixon@stlucieschools.org)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Teachers must differentiate instruction (content, process, or product) based on student needs in the progressionl towards mastery of the standard. Based on classroom walkthrough observations, students are not provided enough opportunities to partcipate in diferentiated Additional tutoring and interventions will be provided for SWD, ELL, Black,Hispanic, and FRL subgroups. Most of the students within our ESSA Subgroups are in need of small group instruction and tutoring. These ongoing sessions will provide students the opportunity to correct their errors and identify their misconceptions. Students will be prompted to share their thinking and reflect upon their thinking. Tutoring students will be engaged in individual and group Standards-based instruction that will help them revise their knowledge, ask clarifying questions, and deepen their understanding
Measurable Outcome:	% Proficient Fall 2020 Winter 2021 Spring 2021 ELA 3 All Students 115 32% 44% 50% ELA 3 ED 94 30% 43% 47% ELA 3 SWD 25 4% 11% 25% ELA 3 ELL 34 15% 26% 34% ELA 4 All Students 104 48% 54% 62% ELA 4 ED 94 46% 54% 60% ELA 4 SWD 12 33% 15% 23% ELA 4 ELL 23 35% 37% 59% ELA 5 All Students 79 47% 48% 67% ELA 5 ED 71 45% 50% 65% ELA 5 SWD 8 0% 0% 63% ELA 5 ELL 19 21% 30% 47% Mathematics 3 All Students 113 42% 63% 78% Mathematics 3 ED 93 40% 63% 79% Mathematics 3 SWD 25 20% 37% 56% Mathematics 3 ELL 34 29% 60% 77% Mathematics 4 All Students 93 56% 65% 80% Mathematics 4 ED 89 56% 65% 79% Mathematics 4 SWD 13 31% 54% 62% Mathematics 4 ELL 20 50% 59% 78% Mathematics 5 All Students 80 74% 81% 67% Mathematics 5 ED 72 71% 79% 65% Mathematics 5 SWD 8 38% 56% 63% Mathematics 5 ELL 19 63% 80% 47%
Monitoring:	Common Assessment Data will be monitored each week and teachers will attend data chats. Agendas and attendance rosters from data chats will be reviewed by Administration. Administration will conduct classroom walk-throughs, informal observations, and formal observations. Coaches will monitor small group instruction schedule to ensure that students instructional groups are developed based on data.
Person responsible for	Felicia Nixon (felicia.nixon@stlucieschools.org)

monitoring outcome:	
Evidence-based Strategy:	Before and after-school tutoring will be provided for ESSA sub-groups students based on observation, Unit Assessment, or i-Ready data. Teachers will provide small group and individual tutoring to meet the needs of the students. Teachers will guide the students as they reflect upon their learning.Students will be encouraged to participate in accountable talk and use checkfor understanding to track progression. Reading interventionists will be hired to provide intensive interventions for students who are below grade level. ** In order to diferentiate of identified students while accelerating their learning we will..... Use flexible pacing to ensure that all learners are supported. Use collaborative learning structures to empower students to share their thinking. Use progressive tasks that will be assigned to increase competence and confidence. Use digital resources to track learning, differentiate instruction, and utilize non-tradtitional learning resources.
Rationale for Evidence-based Strategy:	FSA Data and Unit Assessment data will be used to select students. We will focus on ESSA Subgroups. Additional tutoring and remedial support will be provided for SWD, ELL, Black,Hispanic, and FRL subgroups. Tutoring will be provided beyond the school day to support student learning. Traditional and virtual students will be invited to participate in tutoring sessions. Students will be explain their thinking and teachers will scaffold questions and check for understanding.

Action Steps to Implement

1. Classroom Libraries will be established/maintained in every ELA classroom to improve students' reading skills
2. Student Achievement data will be used to identify ESSA students who are in need of tutoring.
3. Students will be grouped according to their learning needs.
4. Student Achievement data will be used to assign teachers to their students.
5. Teachers will discuss and plan instruction during the collaborative planning.
6. Math and Literacy Coach will facilitate collaborative planning and Data Discussions
7. Administration will monitor progress
8. Use CLP to plan differentiated small group instruction
Student data will be reviewed and discussed during the weekly data chats. We will analyze student work based on the established criteria. Teachers will identify trends, opportunities to adjust instructional pracite, and create actionable next steps for differentiation.
Teachers will use Common Assessment data determine instructional needs and select resources.

Person Responsible	Felicia Nixon (felicia.nixon@stlucieschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. According to the 2021 FSA Data 66% of our students are performing below grade level in ELA. According to the 2021 FSA Data 56% of our students are performing below grade level in Math. This is our first year implementing the BEST ELA Standards. Teachers are learning how to use the new reading curriculum to support the delivery of standards-aligned instruction.
Measurable Outcome:	According to the 2021 FSA Data, 34% of students scored proficient on ELA 63% of students made ELA learning gains 75% of BQ students made ELA learning gains 44% of students scored proficient on Math 58% of students made Math learning gains 52% of BQ students made Math learning gains 37% of students scored proficient on Science NGSSS By Spring 2022, FSA proficiency will increase by at least 5% in ELA and Math. By Spring 2022. FSA ELA learning gains will increase by at least 5% in ELA and Math. By Spring 2022, NGSSS Science proficiency will increase by at least 5%. From September 2021- April 2022, students will participate in common assessments. The Common Assessment data in ELA will show 39% of students performing proficient. The Common Assessment data in Math will show 49% of students performing proficient.
Monitoring:	Teacher observational data is correlated to student achievement data. Administration and Instructional Coaches will: #1 Observe instruction and provide teacher feedback #2 Monitor iReady Data and Common Assessment Data #3 Attend CLP and closely examine how the CLP impacts student achievement
Person responsible for monitoring outcome:	Felicia Nixon (felicia.nixon@stlucieschools.org)
Evidence-based Strategy:	Teachers will collaborate to strategically deliver Standards- aligned ELA, Science, and Math instruction. Lessons, discussions, activities, and tasks must reflect the full intent of the grade level content standard. In order to plan standards-aligned instruction, teachers, coaches, and administration will work collaboratively to seek innovative strategies for improving student achievement.
Rationale for Evidence-based Strategy:	In order to provide students with standards-aligned instruction, grade level teams must use the Collaborative Planning time to determine the standards that will be taught, strategies for teaching, and select the materials that will be used during instruction.
Action Steps to Implement	

1. Teachers will collaboratively plan Standards-based lessons and instruction
2. Literacy Coach and Math will facilitate collaborative planning
3. Administration, Literacy Coach, and Math Coach will monitor student learning, Weekly data chats, Unit Assessment data, and i-Ready data.
4. Administration and Coaches will provide teacher feedback
5. Teachers will check for understanding and diagnose students' learning needs/ difficulties throughout instruction.
6. Administration will monitor instruction
7. Mentorship and support will be provided for teachers
8. Use reflection process for analysis of standards-aligned instruction
9. Implement deliberate practice plan

**** CLP will be used to plan standards-based lessons for whole group and small group instruction. At least 2-3 times per week, grade level teams will design small group instruction. Teachers will be expected to use their check for understanding data and unit assessment data to design differentiated smll group instruction.

Person Responsible   Felicia Nixon (felicia.nixon@stlucieschools.org)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	During the 2021-2022 school year LWN will see a decrease in the number of students being removed from class daily. This will include Out of School Suspension and In School Suspension. With a decrease of time out of class Lawnwood will have an increase in ELA and Math Proficiency and Learning Gains. Goal #1 - According to our Spring 2021 Panaroma Data 44% of our students responded favorably to this question... "How much respect do students at your school show you? This is a decrease of 7% as compared to the Fall 2020 Survey. By Spring 2022, at least 50% of our students will respond favorably to this question. Goal #2 - According to our Spring 2021 Panaroma Data 29% of our students responded favorably to this question..... "How often are people disrespectful to others at your school?" This is a decrease of 4% as compared to the Fall 2020 Survey. By Spring 2022, at least 35% of our students will respond favorably to this question.
Measurable Outcome:	According to the Data within the Panorama Platform..... Rigorous Expectations Fall 2020 78% Spring 2021 81% +3 School Climate Fall 2020 64% Spring 2021 60% - 4 School Safety Fall 2020 52% Spring 2021 50% - 2 Sense of Belonging Fall 2020 64% Spring 2021 60% - 2 Teacher Student Relationship Fall 2020 76% Spring 2021 74% - 2 Emotion Regulation Fall 2020 41% Spring 2021 46% +5 Social Awareness Fall 2020 62% Spring 2021 61% -1
Monitoring:	SEL Walk-throughs will be conducted by Administration. Adminsitration will observe SEL instruction and provide feedback. SEL will be discussed during Collaborative Planning and staff meetings. Administration will seek feedback, suggestions, and ideas from all faculty and staff members. Panaroma Data will monitored and discussed with all teachers. The SEL Action Plan will be used as working document. We will refer to the action plan throughout the year and update as needed. LWN will partner with SEL Leaders to ensure that SEL Instruction is being provided with fidelity.
Person responsible for monitoring outcome:	Felicia Nixon (felicia.nixon@stlucieschools.org)
Evidence-based Strategy:	Hiring Additional Personnel can allow LWN to provide Alternatives to Out of School Suspensions and In School Suspensions and decrease the number of students and the amount of time a child is out of the classroom missing instruction.

Rationale for Evidence-based Strategy: With an increase of highly qualified personnel LWN can provide alternatives to school suspension and ensure that students are receiving instruction in ELA, Math, Coping Strategies, Social and Emotional learning curriculum, and assistance with dealing with difficult situations.

Action Steps to Implement

SEL is included within our master schedule and we will monitor to ensure that daily SEL instruction is provided in all classrooms. Teachers will use the Powerpoint lessons and activities that have been developed by the SEL Department.

We will use the monthly character themes to identify our monthly citizen of the month. We will recognize students for exhibiting positive character traits. We will have SEL moments on the daily morning show and include a SELebration within our school parent newsletter.

SEL Resource Instruction provided for Grades K-5 students. A SEL Curriculum has been provided by the district and we will use this program to provide SEL resource instruction. During SEL Resource, students will learn about self- awareness, social awareness, decision-making, relationship skills, and self management skills.

Person Responsible Felicia Nixon (felicia.nixon@stlucieschools.org)

No description entered

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	House Bill 7011 RAISE The RAISE program establishes criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment ** (This means grade 3, 4, & 5)
Measurable Outcome:	According to our 2021 FSA ELA Data, 27% of the Grade 3 students scored Level 3 or above and 50% or more scored below Level 3. 27% of the Grade 4 students scored Level 3 or above and 50% or more scored below Level 3. 46% of the Grade 5 students scored Level 3 or above and 50% or more scored below Level 3.
Monitoring:	Teacher observational data is correlated to student achievement data. Administration and Instructional Coaches will: #1 Observe instruction and provide teacher feedback #2 Monitor iReady Data and Common Assessment Data #3 Attend CLP and closely examine how the CLP impacts student achievement
Person responsible for monitoring outcome:	Felicia Nixon (felicia.nixon@stlucieschools.org)
Evidence-based Strategy:	We will use formative assessment and unit assessment data to monitor students' mastery of content standards. We will use an instructional cycle to ensure that students are learning. We will track students' progress and design targeted small group instruction to meet the individual needs of each learner.
Rationale for Evidence-based Strategy:	Use data to determine intervention strategies. Interventionist will design a schedule based on assessment data. In addition to the reading block, students who are reading below grade level will be assigned to a reading intervention group. Teachers will use supplemental LLI Reading Resources to improve their reading skills.

Action Steps to Implement

Set goals and track progress. Use i-Ready and Unit Assessment Data to monitor the learning and support students as they set reasonable goals.

Students will set goals, track their progress and reflect upon their work. Student led conferences will be held 2 times per year.

Organize students so that they interact with content. Group students so that they practice skills, strategies and processes.

Reteach and modify tasks to support the students.

Support students as they examine their reasoning. Provide questions that prompt students to elaborate and think critically.

Teachers will attend CLP 4-5 times per week. During the planning they will plan standards- based lessons/ units and align these lessons to instructional resources. Teachers wil use the isntructional data to plan

instruction that will close the achievement gap.

Person Responsible   Felicia Nixon (felicia.nixon@stlucieschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

We will closely monitor the discipline data.

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.

x
SEL is included within our master schedule and we will monitor to ensure that daily SEL instruction is provided in all classrooms. Teachers will use the Powerpoint lessons and activities that have been developed by the SEL Department.

We will use the monthly character themes to identify our monthly citizen of the month. We will recognize students for exhibiting positive character traits. We will review the monthly SEL newsletter from the district and use the strategies listed within the newsletter. We will have SEL moments on the daily morning show and include a SELebration within our school parent newsletter.

We will have SEL Resource Instruction provided for Grades K-5 students. A SEL Curriculum has been provided by the district and we will use this program to provide SEL resource instruction. During SEL Resource, students will learn about self- awareness, social awareness, responsible decision-making, relationship skills, and self management skills.
Meet Up - Daily 10 minutes - led by teacher
Lessons - 30 minutes per week during Teacher Led PE - led by teacher
Buddy UP- 3 times per week for 5 minutes - led by teacher

Integration - Discussed during Grade Level Meeting and implemented by the classroom teacher and the SEL Resource Teacher

SEL Walk-throughs will be conducted by Administration.
Adminsitration will observe SEL instruction and provide feedback.
SEL will be discussed during Collaborative Planning and staff meetings. Administration will
seek feedback, suggestions, and ideas from all faculty and staff members.
Panaroma Data will monitored and discussed with all teachers.
The SEL Action Plan will be used as working document. We will refer to the action plan
throughout the year and update as needed.
LWN will partner with SEL Leaders to ensure that SEL Instruction is being provided with
fidelity.

At Lawnwood Elementary School, PBiS is a collaborative, team-based, educative, proactive, and functional process to develop effective interventions for inappropriate behavior. The PBiS team has received training on each component of PBiS. The team is responsible for training teachers and providing ongoing support for all faculty and staff members.

The goal of the team is to develop a system that facilitates positive behavior change in our students and staff. The system's goal is to reduce the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors. The role of the PBiS team is to develop, review and maintain a school-wide PBiS plan. A consistent discipline referral and procedures process has been developed throughout the school. Use of school-wide expectations and rules in specific settings are established to teach students appropriate behaviors. A reward system to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors is also in place.

Staff and students are also surveyed for their input. This information is used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the campus. Lawnwood's school-wide PBiS plan ensures that children have the opportunity to develop the skills and behaviors that will enable them to realize success as responsible adults. The plan focuses on four major expectations with specific behaviors for each as presented in the PAWS Expectations.

P - Pride
A - Accountablity
W - We are Respectful
S - Stay Safe

Standards have been developed that will help students accept responsibility for their behaviors. This plan also encourages parents to become actively involved in the education of their children.

On a daily basis students are recognized for demonstrating the PAWS expectations through verbal praise and rewarding of Lawnwood Loot. The Lawnwood Loot is used to purchase various incentives such as a pencil, small toy, or extra computer time.

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

x
2021-2022 SEL Team will meet monthly. (3rd Tuesday of every month 7:30 am)

2021-2022 SEL Team Members - Felicia Nixon, Elish Mancuso, Cynthia Warren, Erica Burns, Amy Manville, Jesse Bosque, Jodi Morris, Shacana Andre, Charles Jacob, Lucius Chambers, Lilas Demontegnac and Erin McCarthy

2021-2022 PBiS Team will meet monthly. (2nd and 4th Tuesday of every month, 7:30 am)

2021-2022 PBiS Team Members - Felicia Nixon, Elish Mancuso, Barbara Ricks, Lilias Demontegnac, Kortnee Henski, Taylor Haddock, Jesse Bosque, Morgern Hammett, Jillian Harris- Jones, Heather Voss, and Johnet Tucker

All Team Members are expected to attend all trainings and meetings. Team members are also expected to share idea, offer suggestions, and represent their assigned grade level. Team members should have a growth mindset and be willing to ask quesitons and share their learning.

Members of the SEL and the PBiS Team will have assigned roles. (Time Keeper, Notetaker, Snackmaster, Facilitator)

Administrator attends ALL trainings and team meetings. (for PBiS and SEL)
Administrator provides allocation of resources for PBIS and SEL implementation
Administrator puts time on staff agenda for PBIS and SEL updates
Administrator actively promotes PBIS and SEL as priority, integrates with other initiatives/improvement activities

Al LWN our PBiS Team collects and uses data to guide their implementation and evaluate outcomes. We use Panaroma Data and Skyward Data to support our decision-making process.
1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.
3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans

In order to promote a positive culture and environment we will.....
#1 - Refer to the data to develop goals
Review and Analyze all available academic and behavior data

#2 - Develop Action Steps
Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff.

#3 - Teach Expected Behavior
Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback.

#4 - Encourage Expected Behavior
Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress.

#5 - Discourage Inappropriate Behavior
Inappropriate behavior in schools should be viewed as a teaching opportunity–a chance to clarify and reteach expectations.

#6 Ongoing Monitoring

Use of data can focus staff 's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				$213,037.60
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0061 - Lawnwood Elementary School	UniSIG	1.0	$50,935.10
		Notes: Math Coach Salary for a certified teacher who has been hired. Coach will be funded from UNISIG as of 9/1/21 and continue until the end of the school year.				
	6400	240-Workers Compensation	0061 - Lawnwood Elementary School	UniSIG		$3,600.00
		Notes: Math Coach and Two (2) Literacy Coaches Workers Compensation at $1200				
	6400	230-Group Insurance	0061 - Lawnwood Elementary School	UniSIG		$23,250.00
		Notes: Math Coach and Two (2) Literacy Coaches Group Insurance at $7750				
	6400	220-Social Security	0061 - Lawnwood Elementary School	UniSIG		$11,501.00
		Notes: Math Coach and Two (2) Literacy Coaches FICA 7.65%				
	6400	210-Retirement	0061 - Lawnwood Elementary School	UniSIG		$16,266.00
		Notes: Math Coach Retirement at 10.82%				
	6400	130-Other Certified Instructional Personnel	0061 - Lawnwood Elementary School	UniSIG	2.0	$99,400.00
		Notes: Two (2) Literacy will be funded from UNISIG as of 9/1/21 and continue until the end of the school year. ($51,600 and $47,800)				
	6400	120-Classroom Teachers	0061 - Lawnwood Elementary School	UniSIG		$6,825.00
		Notes: Teachers will be provided time both after school and on Saturdays to collaboratively plan for standards-based instruction. This will begin in September and continue throughout the year. Collaborative planning will focus on the B.E.S.T. Standards. 325 hours x $21.00 = $6,825				
	6400	210-Retirement	0061 - Lawnwood Elementary School	UniSIG		$738.50
		Notes: Retirement at 10.82% for Planning Hours ($738.50)				
	6400	220-Social Security	0061 - Lawnwood Elementary School	UniSIG		$522.00
		Notes: FICA at 7.65% for Planning Hours ($522.00)				
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$72,282.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0061 - Lawnwood Elementary School	UniSIG	1.0	$60,000.00
			Notes: Two Part-Time Reading Interventionists (.5 each) Each interventionist is a certified teacher who has been hired and will start after September 1, 2021 and continue until the end of the school year. Interventionists will work with students who are need Tier II and III intervention. $30,000 each			
	5100	210-Retirement	0061 - Lawnwood Elementary School	UniSIG		$6,492.00
			Notes: Retirement at 10.82%			
	5100	220-Social Security	0061 - Lawnwood Elementary School	UniSIG		$4,590.00
			Notes: FICA at 7.65%			
	5100	240-Workers Compensation	0061 - Lawnwood Elementary School	UniSIG		$1,200.00
			Notes: Workers Compensation at $600 each (Two 0.5 positions)			
3	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$38,095.40**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$6,500.00
			Notes: J & J Science Bootcamp science materials and lessons for NGSSS. SCIENCE BOOTCAMP intervention program is made up of several resources that when combined, help students comprehend the concepts related to the Next Generation Sunshine State Standards (NGSSS) for science. Bootcamp materials will be purchased for 4th and 5th grade teachers to supplement science instruction in the classroom.			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$5,000.00
			Notes: Math Manipulative Take Home Student Kits - Student kits will be purchased to be used during a parent night. Students and their families will have an opportunity to engage in math standards practice using the kit manipulatives. Families can then take the math manipulative kits home for at home math standards practice and they will be returned at the end of the school year.			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$5,049.74
			Notes: Classroom Libraries supplements will be purchased to supplement the classroom libraries in KG - 5th grade classrooms. This will ensure students have access to a variety of diverse text. All students must be able to access, use, and evaluate information in order to meet the needs and challenges of the twenty-first century. These abilities are a necessary precursor to a sound education and healthy democracy. Reading in all its dimensions—informational, purposeful, and recreational—promotes students' overall academic success and well-being. Furthermore, when students possess the skills necessary to access, select, use, and effectively evaluate their reading materials, their ability to become engaged members of their communities and productive citizens is enhanced. A large body of research demonstrates that equitable access to books promotes reading achievement and motivation (Allington, 2002, 2009; Krashen, 2011; Nystrand, 2006; Wu & Samuels, 2004).			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$4,000.00
			Notes: Literacy Centers will develop skills in language, foundational reading, reading informational text, reading literature, phonemic awareness, phonics, vocabulary, comprehension and fluency. These easy to use, ready to go centers will provide students an opportunity to engage in practice activities that build their reading fluency during the reading block.			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$5,000.00

			Notes: Science Lab Supplies - To ensure students have the opportunity to conduct hands on labs related to the NGSSS.			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$7,545.66
			Notes: Parent Involvement STEM Kits Student kits will be purchased to be used during a parent night. Students and their families will have an opportunity to engage in standards-based STEM activities. The kits will also be used in school and rotated through teachers and grade levels.			
	5100	510-Supplies	0061 - Lawnwood Elementary School	UniSIG		$5,000.00
			Notes: Supplies to fund a Parent Literacy Night - Make and take Literacy Centers and sight words night (Markers, index cards, chart paper, books, literacy games @ $5,000)			
4	III.A.	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				$0.00
5	III.A.	**Areas of Focus: Instructional Practice: ELA**				$0.00
					Total:	**$333,925.00**