

St. Lucie Public Schools

Lawnwood Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 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	2021-22: C (43%) 2018-19: D (35%) 2017-18: 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	TSI
* 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 10/11/2022.

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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Lawnwood Elementary School

1900 S 23RD ST, Fort Pierce, FL 34950

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

School Board Approval

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SIP Authority

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<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Nixon, Felicia	Principal	<ul style="list-style-type: none"> - Monitor Instruction - Support Collaborative Planning - Monitor Achievement Data - Monitor Student Attendance - Conduct Classroom Walk-throughs, Informal, and Formal Observations - Ensure that the campus is SAFE - Lead and manage all school operations - Recruit, orient, train, coach, counsel, and support all staff - Set high expectations and standards for the academic and social development of all students. - Utilize data to monitor student achievement aligned to academic standards - Ensure that staff and students are provided with a positive learning culture - Guide and support the implementation of schoolwide PBIS
Mancuso, Elish	Assistant Principal	<ul style="list-style-type: none"> - Monitor Instruction - Support Collaborative Planning - Monitor Achievement Data - Monitor Student Attendance - Conduct Classroom Walk-throughs, Informal, and Formal Observations - Ensure that the campus is SAFE - Facilitate professional development of the instructional staff utilizing assessment data and other performance measures - Ensure professional development strategies are aligned and targeted to meet the needs of students in programs. - Ensure a safe and secure learning environment through the systematic implementation of Positive - Behavior Intervention Supports and other appropriate preventive strategies.

Demographic Information

Principal start date

Monday 7/1/2019, Felicia Nixon

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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		

Date this data was collected or last updated

Monday 8/22/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	46%	56%				32%	50%	57%
ELA Learning Gains	47%						40%	55%	58%
ELA Lowest 25th Percentile	42%						41%	54%	53%
Math Achievement	46%	43%	50%				38%	53%	63%
Math Learning Gains	51%						32%	50%	62%
Math Lowest 25th Percentile	44%						31%	42%	51%
Science Achievement	38%	50%	59%				31%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	50%	-22%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	34%	51%	-17%	58%	-24%
Cohort Comparison		-28%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	48%	-15%	56%	-23%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	55%	-12%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	41%	54%	-13%	64%	-23%
Cohort Comparison		-43%				
05	2022					
	2019	27%	47%	-20%	60%	-33%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	46%	-16%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	4	13	25	21	18	15	10				
ELL	29	47	35	43	50	47	46				
BLK	23	43	48	38	42	32	27				
HSP	38	48	32	53	57	53	46				
WHT	56	56		52	63						
FRL	33	46	37	44	49	43	37				

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	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				
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	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners 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
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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
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	57
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA Proficiency remained the same at 34%
 ELA Learning Gains decreased from 63% to 47%
 ELA Bottom Quartile decreased from 75% to 42%
 Math Proficiency increased from 44% to 46%
 Math Learning Gains decreased from 58% to 51%
 Math Bottom Quartile decreased from 52% to 44%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the 2022 FSA results, grade 4 students scored significantly lower than third and fifth grade students.

ELA Proficiency
 Third Grade - 38%
 Fourth Grade - 21% (-6%)
 Fifth Grade - 39%

Math Proficiency
 Third Grade - 57%
 Fourth Grade - 26% (-7%)
 Fifth Grade - 43%

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

The fourth grade team was new and they did not have a deep understanding of the grade level content standards. We will set high expectations for the fourth grade students. Students will track their data and set academic goals. We have restructured the team and all planning sessions are facilitated by the instructional coaches. Administration will monitor instructional delivery and provide professional development sessions to ensure that teachers know how to use the curriculum materials to maximize student learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2022 FSA data, grade 3 demonstrated a high level of improvement in ELA and Math.
Grade 3

- ELA Proficiency increased from 27% to 38%
- Math Proficiency increased from 43% to 57%

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

This was a cohesive team of teachers who had a deep understanding of the content standards and they set high expectations for every student.

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

To accelerate learning we will differentiate instruction and use small group instruction to meet the individual needs of the students. We will also use online supplemental programs to challenge students as they increase their knowledge.

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.

Teachers will participate in a 2-Day Kagan Training.

Teachers will observe each other and participate in classroom walk-throughs.

Teachers will participate in BEST Standards Training.

Teachers will learn how to use the new ELA Series and the Math Curriculum through various training opportunities

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

Administration will use the DPP conference to discuss targeted goals and strategies for improvement. The Walk-through tool will be used to provide feedback and analyze performance. Data chats will be conducted through-out the school year to ensure that students are making learning gains. Progress monitoring testing and i-Ready will be used to determine instructional needs and monitor students' learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional practice specifically relating to standards aligned instruction will focus on supporting teachers with research based practices that are aligned to the BEST Standards.

Rationale: Standards-based data (FSA, common assessments, Walkthrough, i-Ready etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science. The Administration and Instructional Coaches will work collaboratively with teachers to deepen teachers' understanding of the BEST Standards. Together we will design lessons, activities, and tasks that are aligned to the BEST standards.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When we provide lessons that are aligned to the standards, we maximize student learning. We can not expect students to master grade level content if our instruction is not aligned to the identified standard.

GOAL: At least 50% of the students will make a learning gain. We will use the FAST PM 1 and PM 2 to monitor students' progress.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

In order to effectively monitor this area of focus, we will provide BEST Standards training for all teachers. Teachers will also learn how to use the ELA and Math Curriculum materials to support student learning. Teachers will use the focus board to post the standard and make students aware of the learning goal. Teachers will collaborate to ensure that all discussions, questions, and assignments are aligned to the standard.

During classroom walk-throughs and informal observations, administration will monitor instruction to ensure that the lessons are fully aligned to the standard.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Our collaborative planning sessions will address Richard DuFour's PLC questions:

- 1.What is it we want our students to learn?
- 2.How will we know if each student has learned it?
- 3.How will we respond when some students do not learn it?
- 4.How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have a new ELA Curriculum and a new Math Series. We must make sure that every collaborative planning session is used as an opportunity to deepen teachers' understanding of the BEST Standards. Then, teachers will be able to identify appropriate teaching strategies, materials, resources, websites and other tools that are fully aligned to the standard. Students will not successfully master academic standards if they are not provided with standards-aligned instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Build Capacity of the Grade Level Teachers and Instructional Coaches
- Facilitate professional development (focus on BEST Standards and ELA and Math Curriculum series)
- Conduct weekly walk-throughs to ensure that all assignments, lessons, and tasks are aligned to the identified standards
- Instructional Coaches and Teacher Leaders will facilitate collaborative planning and support teachers as they select resources that are aligned to the standard
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- Coaches will develop coaching plans for teachers based on specific criteria of support needed

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our 2022 FAS Data:
 SWD 13% made a LG in ELA
 ELL 47 % made a LG in ELA
 Black 43% made a LG in ELA
 Hispanic 48% made a LG in ELA
 FRL 37% made a LG in ELA
 SWD 18% made a LG in Math
 ELL 50 % made a LG in Math
 Black 42% made a LG in Math
 Hispanic 57% made a LG in Math
 FRL 49% made a LG in Math

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 50% of our students in every subgroup will make a learning gain in Reading and Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will focus on the needs of all of our students. The Interventionists, Instructional Coaches, Administration and Teachers will work collaboratively to ensure that instruction supports Students with Disabilities, ELL, Blacks, Hispanics, White, and FRL students. i-Ready and FAST/PM Data will be used to monitor students' progress.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Targeted support will be provided.
 #1 Build Students' background knowledge
 #2 Explicitly teach vocabulary terms
 #3 Check for Understanding
 #4 Guide students as they decode, encode, make predictions, and draw conclusions

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use data to group students and to provide small group instruction. In addition to the 90 minute reading block with the teacher, Interventionists will meet 1-3 students for at least 3 - 30 minutes of guided reading support. Interventionists will

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Steps to support ESSA Subgroups

Provide explicit literacy instruction

Use formative data to support learning

Use check for understanding strategies

Support students as they make connections of prior knowledge to the new concept or procedure

Use Collaborative Planning time to develop questions that will prompt students to generate questions, analyze their errors, and explain their reasoning

Differentiate instruction and facilitate small group centers/instruction

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA Math Data, 14% of the students went from non-proficient to proficient.

In addition, 24% went from proficient to non-proficient.

Math Learning Gains - went from 58% to 51%

Math Learning Gains BQ - went from 52% to 44%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We believe that all students are capable of success and that every student should demonstrate a learning gain with this an academic school year.

GOAL: ALL students will demonstrate a learning gain in Math within one academic school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Throughout the instructional cycle, the teacher will check for understanding and monitor students' progress.

The Math Coach will meet with grade level teams to plan instruction. Teams will plan opportunities for students to engage, explore, explain, elaborate, and evaluate their math responses. The math coach will co-teach with teachers and model for teachers. Administration will conduct walk-throughs and provide actionable feedback.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will use whole group and small group instruction to link concrete, representational, and abstract math concepts. Students will use whiteboards and manipulatives as they explain their reasoning and analyze their errors.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We will use our new Math Series to provide standards-aligned math instruction. We will adhere to the SLC Math Routine to teach our students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use targeted strategies to provide math lessons.

Launch - students will link new learning with previous concepts

Explore - teachers will elicit a productive struggle

Explain - teachers will model thinking

Elaborate - feedback and clarifications

Evaluate - assign differentiated tasks/activities

Wrap up - students will reflect on their learning

Person Responsible

Felicia Nixon (felicia.nixon@stlucieschools.org)

#4. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our 2022 FSA Data....

ELA Learning Gains went from 63% to 47%

ELA BQ Learning Gains went from 75% to 42%

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

GOAL - Every student will demonstrate a learning gain within the academic school year. We believe all students are capable of success.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The teachers will monitor the learning of the students. Teachers will schedule and group students based on the unit assessment data. The collaborative planning time will be used to design systematic and explicit literacy instruction. Coaches will observe instruction and facilitate planning. Coaches will tier teachers based on their observation and schedule time to coach, model, and co-teach with teachers. Administration will conduct walk-throughs and meet with teachers to discuss best practice.

Person

responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will provide standards-aligned instruction and focus on the ELA Strands. BEST - Foundations, Reading, Communication, and Vocabulary

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We will use Benchmark Advance Reading Program to provide ELA instruction. We will use leveled books, ebooks, decodable texts, classroom libraries, phonics, and other foundational supports to increase students' reading skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide PD based on the BEST Standards.

Support teachers as they deepen their understanding of the progression of foundation benchmarks.

Teach students how to use the Benchmark Series to provide instruction.

Observe instruction and provide ongoing feedback.

Person

Responsible

Felicia Nixon (felicia.nixon@stlucieschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the Spring 2022 i-Ready ELA Results

Kindergarten - 51% scored Tier 1 and 47% scored Tier 2

Grade 1 - 31% scored Tier 1, 58% scored Tier 2, and 10% scored Tier 3

Grade 2 - 39% scored Tier 1, 36% scored Tier 2, and 26% scored Tier 3

In Grades K-2 it is important to focus on the foundations of reading and for teachers to have a deep understanding of the progression of the foundation benchmarks. When collaboratively planning we must provide opportunities for students to enhance their print concepts, phonological awareness, phonics and word analysis.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the Spring 2022 i-Ready ELA Results

Grade 3 - 59% scored Tier 1 and 12% scored Tier 2, and 29% scored Tier 3

Grade 4 - 17% scored Tier 1, 29% scored Tier 2, and 54% scored Tier 3

Grade 5 - 30% scored Tier 1, 31% scored Tier 2, and 40% scored Tier 3

In Grades K-2 it is important to focus on the foundations of reading and for teachers to have a deep understanding of the progression of the foundation benchmarks. When collaboratively planning we must provide opportunities for students to enhance their print concepts, phonological awareness, phonics and word analysis.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades K-2 students will make learning gains as measured by i-Ready. They will increase to the next level.

Grades 3-5: Measureable Outcome(s)

Grades 3-5 students will make learning gains as measured by i-Ready. They will increase to the next level.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration will monitor the effectiveness of the Collaborative Planning to ensure that lessons are standards aligned and that curriculum resources support student learning.

Teachers, Coaches, and Administration will monitor instructional delivery, formative assessment data, and summative assessment data.

Administration will monitor all schedules to ensure that we use our time wisely and that supports are assigned according to the needs of the students.

Administration will monitor the overall instructional programs to ensure that every student receives effective instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Nixon, Felicia, felicia.nixon@stlucieschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We use the Benchmark Advance ELA program to provide reading and writing instruction for our students. The Florida Benchmark Advance curriculum is grounded in the science of reading and designed for remote and on-site learning. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance Program is aligned to the BEST Standards. It addresses the foundational, reading, communication, and vocabulary aspects of literacy development for K-5 students.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The Literacy Leadership team will meet monthly to discuss best practice. This team will also meet to monitor the overall reading data for grades K-5 students. The Literacy Coaches will work with teacher leaders to facilitate collaborative planning. Coaches will also make sure that the lessons are standards-aligned and that they meet the needs of the students.</p> <p>Administration will monitor the learning. Walkthroughs, Informal, and Formal Observations will be conducted daily to monitor the effectiveness of instructional delivery and curriculum resources. Administration monitor reading data and conduct data chats to ensure that data is being used to drive instruction.</p>	<p>Nixon, Felicia, felicia.nixon@stlucieschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In order to build and establish a positive school culture, we will implement the district's iSucceed Initiative. (Single School Culture, PBiS, and CHAMPS/STOIC)

Single School Culture: a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice

We believe that all staff members actively contribute to the overall school culture. Throughout the school year, we will meet to make sure that we are on the same page regarding student discipline, school procedures, dress code, and expectations.

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 - Accountability
W - We are Respectful
S - Stay Safe

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.

CHAMPS/STOIC

CHAMPS is a method of classroom management that encourages teachers to make their expectations perfectly clear. Teachers teach the students the classroom expectations (Conversation, Help, Activity, Movement, Participation, and Success)

STOIC - The term is to describe 5 key elements of effective classroom management and school wide behavior improvement strategies

S - Structure for success
T - Teach Expectations
O - Observe and monitor
I - Interact Positively
C - Correct Fluently

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

2022-2023 PBiS Team will meet monthly. (2nd and 4th Tuesday of every month, 7:30 am)

2022-2023 PBiS Team Members - Felicia Nixon, Elish Mancuso, Lucius Chambers, Liliias Demontegnac, Kortnee Henski, Taylor Haddock, Jesse Bosque, Morgen Hammett, and Johnnet 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 questions 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)

Administrator provides allocation of resources for PBiS

Administrator actively promotes PBiS as priority, integrates with other initiatives/improvement activities

At LWN our PBiS Team collects and uses data to guide their implementation and evaluate outcomes. We use Panorama 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.