

St. Lucie Public Schools

Lawnwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	32

Lawnwood Elementary School

1900 S 23RD ST, Fort Pierce, FL 34950

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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
	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teacher Leaders will meet to provide input for the School Improvement Plan. Teachers will review data and develop an action plan. The School Advisory Council members will also discuss the plan and provide input as the SIP is being developed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During the monthly School Advisory Council meeting, the committee will discuss the SIP and monitor achievement to ensure that we are on the right path. In an effort to implement the SIP with fidelity, the team will advise the principal and provide feedback.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	42	52	41	26	23	0	0	0	185
One or more suspensions	1	0	5	5	6	3	0	0	0	20
Course failure in English Language Arts (ELA)	2	24	23	45	0	0	0	0	0	94
Course failure in Math	2	20	24	65	0	0	0	0	0	111
Level 1 on statewide ELA assessment	3	48	16	22	43	18	0	0	0	150
Level 1 on statewide Math assessment	3	55	38	75	34	16	0	0	0	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	40	60	49	53	59	0	0	0	269

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	3	58	91	52	31	0	0	0	241

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	14	22	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	44	53	34	46	56	34		
ELA Learning Gains				47			63		
ELA Lowest 25th Percentile				42			75		
Math Achievement*	49	52	59	46	43	50	44		
Math Learning Gains				51			58		
Math Lowest 25th Percentile				44			52		
Science Achievement*	36	49	54	38	50	59	39		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	53	58	59	56			54		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	39	Yes	1	
AMI				
ASN				
BLK	29	Yes	4	1
HSP	41			
MUL	69			
PAC				
WHT	65			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	3
ELL	44			
AMI				
ASN				
BLK	38	Yes	3	
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	57			
FRL	44			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			49			36					53
SWD	9			30			0				5	44
ELL	30			51			39				5	53
AMI												
ASN												
BLK	23			41			28				5	40
HSP	34			50			41				5	54
MUL	64			73							2	
PAC												
WHT	54			75							2	
FRL	32			49			36				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	47	42	46	51	44	38					56
SWD	4	13	25	21	18	15	10					58
ELL	29	47	35	43	50	47	46					56
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	23	43	48	38	42	32	27					50
HSP	38	48	32	53	57	53	46					56
MUL												
PAC												
WHT	56	56		52	63							
FRL	33	46	37	44	49	43	37					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	63	75	44	58	52	39					54
SWD	11	54		26	62							
ELL	34	79	92	51	73		36					54
AMI												
ASN												
BLK	27	52	55	39	46	43	33					52
HSP	39	70	87	51	74	64	45					53
MUL												
PAC												
WHT	54			50								
FRL	33	60	72	41	57	48	35					54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	46%	-15%	54%	-23%
04	2023 - Spring	56%	52%	4%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	42%	-18%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	48%	52%	54%	46%
03	2023 - Spring	42%	52%	-10%	59%	-17%
04	2023 - Spring	63%	56%	7%	61%	2%
05	2023 - Spring	49%	48%	1%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	47%	-12%	51%	-16%

III. Planning for Improvement

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

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

According to our 2023 FAST PM3 ELA Data, there were only 24.46% of the third graders scored proficient.
 Many of the students lacked foundational reading skills like phonemic awareness and phonics.
 According to our trend data, 24.46% is the lowest proficiency rate and 40% (2016-17) is the highest for this grade level.

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

ELA % Proficient showed the greatest decline from the prior year.
 Grade 3 ELA - 14% decline from previous year.
 Grade 5 ELA - 8% decline from previous year.
 Many of our students in grade 3 and grade 5 were still learning to read. Most of them lacked decoding, sight word recognition, vocabulary, phonics, and phonemic awareness skills.

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

ELA % Proficient for Grades 3 and 5 had the greatest gaps as compared to the state average.

Grade 3 ELA % Proficient---- 26% lower than the state's average

Grade 5 ELA % Proficient----- 24% lower than the state's average

Many of our students in grade 3 and grade 5 were still learning to read. Most of them lacked decoding, sight word recognition, vocabulary, phonics, and phonemic awareness skills.

During the previous year, 38% of the third graders scored proficient, and 39% of the fifth graders scored proficient.

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

Our grade 4 ELA Proficiency data increased 35%; from 21% to 56.32%. The fourth-grade team worked collaboratively to design rigorous lessons. They used a combination of strategies that promoted reading, vocabulary, fluency, and comprehension. In addition, during small group instruction, they differentiated instruction to deepen students' understanding, and help them connect with the text.

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

According to our EWS data, we have at least 2 potential areas of concerns.

#1 Potential Area of Concern - Number of students scoring level one in Grades 3-5 on the 2023 FAST ELA.

Over 50% of the third graders scored level one on the 2023 FAST ELA.

About 20% of the fourth graders scored level one on the 2023 FAST ELA.

51% of the fifth graders scored level one on the 2023 FAST ELA.

#2 Potential Area of Concern - Number of students scoring level one in Grades 3-5 on the 2023 FAST MATH.

40% of the third graders scored level one on the 2023 FAST Math.

20% of the fourth graders scored level one on the 2023 FAST Math.

39% of the fifth graders scored level one on the 2023 FAST Math.

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

Highest Priorities for the 2023 -2024 school year:

#1 Student Attendance

#2 Reading Achievement and Learning Gains

#3 Math Achievement and Learning Gains

#4 Reading Foundational Skills

#5 Building Teacher Capacity

Area of Focus

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

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was selected because in order to maximize students' academic potential, all instructional practices must be aligned to the grade level benchmarks. We will build teacher capacity as we work collaboratively to apply researched-based instructional strategies that will increase student achievement.

Measurable Outcome:

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

2024 PM3 FAST ELA 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.

2024 PM3 FAST Math 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.

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

Instructional Coaches and Teacher Leaders will facilitate collaborative planning and use the instructional calendars that have been provided by the school district.

All instructional materials and resources will be benchmarked aligned. We will use resources and materials that have been approved by the school district/state.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark Advance Intervention Kits will be used in grades K-5 as a reading intervention resource. This will be used to close the academic gaps. This kit will be used to provide explicit remediation based on individual student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Benchmark Advance Intervention Kits supports students in the most critical reading components. (oral language, decoding, reading comprehension, written expression, and vocabulary) It also provides students with strong reading foundational skills like phonics, phonemic awareness, and fluency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 BENCHMARK standards)
- Conduct weekly walk-throughs to ensure that all assignments, lessons, and tasks are aligned to benchmark standards
- Instructional Coaches and Teacher Leaders will facilitate collaborative planning and support teachers as they select resources that are aligned to the benchmark
- 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)

By When: Throughout the school year we will reflect upon our practice and use the progress monitoring data to drive our instruction.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our 2023 ESSA data, economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners less than 40% scored proficient as measured on the FAST PM3 ELA.

Over 50% of our bottom quartile for reading and math are students from our ESSA subgroups. (Economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners)

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 (economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners) will make a learning gain in Reading and Math as measured by the 2024 FAST PM3.

Monitoring:

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

We will focus on the needs of all of ESSA Subgroups. (Economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners)

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.

Economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners will be scheduled to receive supports from ESE Teachers, ESOL Paras, General Education Teachers, and Interventionists.

We will target our ESSA subgroups. Economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners - student led parent conferences will be held each quarter. During these meetings we will discuss achievement data, academic grades, behavior data, attendance goals, and develop an action plan.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

We will use Really Great Reading to support economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners. T

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use progress monitoring 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.

Together we will focus on the economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners. We will use Really Great Reading to prevent and remediate decoding weaknesses for students in grades K-5. This resource will support our economically disadvantaged students, Black, Hispanic, Students with disabilities, and English Language Learners because it is researched based, interactive, explicit, structured, and multisensory.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Felicia Nixon (felicia.nixon@stlucieschools.org)

By When: Throughout the year we will reflect upon our practice. We will use progress monitoring data to drive the instruction. We plan to fulfil the goal listed above by May 2024.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math has been selected as an area of focus for our school. According to our 2023 MATH FAST Results, 40% of our grade 3 students scored level one, 20% of the fourth graders scored level one, and 39% of the fifth graders scored level one.

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. We will use the Progress Monitoring Data to track students' progress from PM1 to PM3.

GOALS: Increase math proficiency and learning gains across grade levels.

At least 50% of the fourth and fifth graders will make a learning gain as measured by the 2024 FAST Math PM3. At least 50% of the bottom quartile students will make a learning gain as measured by the 2024 FAST Math PM3.

We will increase grade 3 math proficiency by 5% from 42% to 47%, as measured by the 2024 FAST Math PM3.

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.

Data chats will be conducted after district assessments and after the progress monitoring assessments have been administered.

i-Ready Math Data will be used to track student performance for the purpose of remediation and acceleration.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. We have increased math instructional minutes from 60 minutes to 70 minutes per day. We will use hand to mind math resources to support the conceptual understanding and fluency. We will also use Acaletics which is spiraled instruction and practice that is designed to review concepts and preview skills.

In addition, we will use our Math Savvas Curriculum to provide benchmark-aligned math instruction. We will adhere to the SLC Math Routine to teach our students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During small group instruction we will use the adopted math curriculum and supplemental resources to increase math achievement. We will use teacher-directed strategies to remediate and accelerate learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

We will use the grade group planning time to increase teachers' content knowledge.

Teachers will deepen their understanding of the benchmarks and discuss student work.

Students will also be provided more opportunities to practice number senses and problem-solving strategies.

Teachers will attend professional learning opportunities and discuss ideas and best practices.

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

By When: Throughout the year we will reflect upon our practice. We will use progress monitoring data to drive the instruction. We plan to fulfil the goal listed above by May 2024.

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Lawnwood Elementary, we will focus on instructional practices that will improve students' ELA performance. According to our 2023 ELA PM 3 Data, 24% of the third- graders scored proficient, 56% of the fourth-grade students scored proficient, and 31% percent of the fifth-grade students scored proficient. We will focus on ELA proficiency and learning gains across all grade levels.

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, and we will use the Progress Monitoring Data to gauge students' growth.

During the 2023-2024 school year we will provide high quality engaging instruction and aligned reading curriculum that targets, activates, and accelerates learning for all students K-5 students.

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 ELA 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. Administration will attend collaborative planning sessions and conduct informal observations to ensure that ELA instruction is implemented with fidelity. Administration will partner with teachers and coaches to conduct data chats. Together will review ELA district assessment data and support teachers as they use the data to drive their instruction.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will use i-Ready as a diagnostic, and a tier 1 supplemental online resource to support ELA instruction. (Grades K-5)

Magnetic Reading will be used to support small group instruction, and as a tier 1 supplemental resource during ELA instruction. (Grades 2-5)

Benchmark Advance Intervention Kits will be used to provide ELA Tier 3 Instruction. (Grades K-5)

Really Great Reading will be used as an ELA Tier 1 Supplemental Resource for primary grades.

Top Score Writing will be used in Grades 4-5 during the ELA Block to provide explicit writing instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 teachers how to use the Benchmark Series to provide instruction.

Observe instruction and provide ongoing feedback.

We will use curriculum resources to increase students' ELA achievement and build stamina in reading and writing.

For Grades K-2 we will focus on ELA foundational skills.

Collaborative Planning Time will be used to build capacity among grade group teams.

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

By When: Throughout the year we will reflect upon our practice. We will use progress monitoring data to drive the instruction. We plan to fulfil the goal listed above by May 2024.

#5. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2023 -2024 school year, we will work collaboratively with all stakeholders to provide students with a positive culture and environment. PBiS will be used in grades K-5 to support students' behavioral and social needs. Throughout the year, we will strategically use interventions that will improve student attendance and decrease behavior referrals.

Measurable Outcome:

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

In order to measure our progress, we will use behavior referral data. We will use PBiS Strategies to decrease the number of referrals that are generated for Grades K-5 by 20% or more.

Attendance is a top priority. In order for students to perform at the highest levels, they must come to school. Attendance data will be reviewed weekly to ensure that students are meeting grade level academic expectations.

Monitoring:

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

We will use the POWER BI platform to monitor student attendance. The attendance team will meet frequently to review attendance data and create interventions for improving the overall attendance rate. PBiS will be used in Grades K-5 to teach schoolwide expectations and to elicit positive interactions amongst teachers and students. We will use the online Skyward and Power BI platforms for monitoring attendance and behavior.

Person responsible for monitoring outcome:

Felicia Nixon (felicia.nixon@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBiS will be used schoolwide. (Positive Behavior Initiative) to establish a positive and proactive support system for students. A schoolwide token economy system will be used in grades K-5 to encourage and acknowledge positive behaviors. Attendance initiatives and incentives will be used in grades K-5 to increase attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBiS will be used schoolwide. (Positive Behavior Initiative) to establish a positive and proactive support system for students. A schoolwide token economy system will be used in grades K-5 to encourage and acknowledge positive behaviors. Our PBiS Framework will

Attendance initiatives and incentives will be used in grades K-5 to increase attendance. School attendance matters. It is arguably one of the most important indicators of school success. You cannot learn what you are not there to learn. Students who attend school regularly improve their chances of being academically successful.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

There will be a systematic collection of screening, progress-monitoring outcome and fidelity data.

PBiS Leadership Team Meetings will be held 2 times per month and a representative from every grade level team will attend.

Behavior Referral Data will be reviewed during every meeting and the team will use the data to brainstorm behavior interventions.

Ongoing professional learning opportunities for teachers will be provided to support classroom management.

An incentive schedule will be developed, and students will use their Lawnwood Loot to earn special prizes and incentives.

PAWS Expectations will be taught by classroom teachers. P - Pride
A - Accountability W - We are respectful and S - Stay Safe

In order to improve our school attendance, we will create a welcoming and engaging school environment.

We will adhere to the St. Lucie County Attendance Policy and communicate our attendance policy with the parents.

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

By When: Throughout the year we will reflect upon our practice. We will use progress monitoring data to drive the instruction. We plan to fulfil the goal listed above by May 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to review school improvement funding allocations and to ensure resources are allocated based on needs, the leadership team will use the academic progress monitoring data. In addition, the faculty council committee, which is comprised of teacher leaders, will provide input regarding the usage of funding and resources. Monthly School Advisory Council Meetings will be held to discuss the SIP and how Title One funding is used to support the overall school environment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

In Grades K-2 we will focus on building students' foundational reading skills. We will i-Ready to diagnosis and supplement the instruction. Teachers will use Benchmark Advanced Curriculum to provide whole group and small group instruction. Teachers will use a varied approach to meet the needs of above, on, and below level readers. Really Great Reading will be used to support students during their small group support. This program will be used remediate and enrich students as they decode and encode words. In all, teachers will use a research based, interactive, explicit, structures, and multisensory approach to provide ELA instruction for Grades K-2 students.

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

In Grades 3-5 we will focus on deepening students' reading comprehension skills. We will use Benchmark Advanced, Magnetic Reading, and Top Score Writing to provide Reading/ELA instruction. Lessons will be aligned to the grade level benchmark standards. Teachers will use whole group and small group instruction to provide explicit, systematic, and flexible instruction. We will i-Ready to diagnosis and supplement the instruction. Teachers will use a varied approach to meet the needs of above, on, and below level readers.

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 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 Measurable Outcomes

According to the Star Early Literacy 2023 Data, 13.42% scored Level 3 and above. We ended the year with 71 students ended the year at Level 1. According to the Star Reading Data, 29.71% scored Level 3 and above and 78 students scored Level 1. We will continue to use PM1, PM2, and PM3 Data to track

students' progress. By May 2024, 50% or more of the K-1 will score Level 3 or higher on the Star Early Literacy PM3. In addition, 50% or more of the second-grade students will score Level 3 or higher on the Star Reading PM3.

Grades 3-5 Measurable Outcomes

According to our 2023 ELA PM 3 Data, 24% of the third- graders scored proficient, 56% of the fourth-grade students scored proficient, and 31% percent of the fifth-grade students scored proficient. By May 2024, 50% or more of our Grades 3-5 students will score proficient on ELA PM3.

Monitoring

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 impact student achievement outcomes.

The teachers will monitor the learning of the students. Teachers will schedule and group students based on the ELA 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. Administration will attend collaborative planning sessions and conduct informal observations to ensure that ELA instruction is implemented with fidelity. Administration will partner with teachers and coaches to conduct data chats. Together will review ELA district assessment data and support teachers as they use the data to drive their instruction. All progress monitoring data will be used to drive instructional decisions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nixon, Felicia, felicia.nixon@stlucieschools.org

Evidence-based Practices/Programs

Description:

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. §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?

All ELA Materials and Resources that will be used during the 2023 -2024 school year are aligned to the BEST Standards. The instructional practices/strategies are evidenced-based and are aligned to the district's comprehensive reading plan.

We will use Benchmark Advanced 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.

iReady will be used to support whole group and small group instruction. Top Score Writing Florida Curriculum will also be used to provide explicit writing instruction for Grades 4-5. The Magnetic Reading Program by Curriculum Associates is aligned to state benchmarks, and it will be used to build students' background knowledge, skills, and stamina.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

We will use i-Ready as a diagnostic, and a tier 1 supplemental online resource to support ELA instruction. (Grades K-5)

Magnetic Reading will be used to support small group instruction, and as a tier 1 supplemental resource during ELA instruction. (Grades 2-5)

Benchmark Advance Intervention Kits will be used to provide ELA Tier 3 Instruction. (Grades K-5)

Really Great Reading will be used as an ELA Tier 1 Supplemental Resource for primary grades.

Top Score Writing will be used in Grades 4-5 during the ELA Block to provide explicit writing instruction.

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>LITERACY LEADERSHIP Provide PD based on the BEST Standards. Support teachers as they deepen their understanding of the progression of foundation benchmarks. Teach teachers how to use the Benchmark Series to provide instruction.</p>	
<p>LITERACY COACHING Observe instruction and provide ongoing feedback. We will use curriculum resources to increase students' ELA achievement and build stamina in reading and writing. For Grades K-2 we will focus on ELA foundational skills.</p>	
<p>PROFESSIONAL LEARNING Collaborative Planning Time will be used to build capacity among grade group teams. We will focus on literacy routines to ensure that teachers have a deep understanding of teacher/student roles. Focus on Whole group and small group instruction, use the gradual release model.</p>	<p>Nixon, Felicia, felicia.nixon@stlucieschools.org</p>
<p>ASSESSMENT Use District Unit Tests, Progress Monitoring Data, and i-Ready data to track students. Teachers will also meet with coaches to discuss data and determine instructional needs.</p>	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Methods for dissemination of School Improvement Plan:

The SIP will be discussed during grade level team meetings and staff members will have the opportunity to provide feedback.

The SIP will also be reviewed by the Faculty Council Members. Committee members will discuss an action plan to ensure that the SIP is implemented with fidelity.

During every monthly meeting, the School Advisory Council will discuss the SIP and review academic data to see if we are on track for meeting all academic goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to build positive relationships with parents, families, and other community stakeholders, LWN will host monthly family events. Examples: Kindergarten Orientation, Grade Level Curriculum Nights, STEAM Family Night, Math Night at Publix, monthly PTO Meetings, monthly SAC Meetings, Hispanic Heritage Family Night, Student of the Month Assemblies, Honor Roll Assemblies, etc. Parent Newsletters, webpage, FACEBOOK, and School Messenger Phone Calls will be used to communicate with parents and families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program within our school, we will partner with district curriculum developers and district level instructional technology leaders to optimize learning using tech tools and resources. We will enhance our literacy routines to ensure that students are challenged, engaged, and satisfied.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan was developed in coordination with district and state programs.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Counselors will support students and ensure that students are attending school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We will work cooperatively with middle schools (feeder schools) to ensure that students are on track.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We will use MTSS Tiered instruction to address the needs of our students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will use teacher professional learning days and teacher meetings to review student data and develop appropriate instructional strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We will use our Kindergarten Kickoff and Kindergarten screenings to help student transition to Kindergarten,

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No