

St. Lucie Public Schools

CHESTER A. MOORE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the St. Lucie County School Board.

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 parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Chester A. Moore Elementary is a positive learning environment where the whole child is engaged and inspired by dedicated stakeholders who work together to create and empower life-long learners.

Provide the school's vision statement

Chester A. Moore Elementary is the school where excellence is believed and achieved by all.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Thelma Jackson

Position Title

Principal

Job Duties and Responsibilities

(1) Identify the educational needs of students, (2) develop, assess, and evaluate a curriculum accommodation plan to meet student needs, (3) prepare the school budget, (4) develop an annual plan for improving student performance, and (5) recommend the hiring of school personnel.

Leadership Team Member #2

Employee's Name

Jessica Berggren

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a

curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #3

Employee's Name

Tammy Davis

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #4

Employee's Name

Latisha Fuller-Mustafa

Position Title

Literacy Coach

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #5

Employee's Name

Carla Betts

Position Title

Math Coach

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make

recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #6

Employee's Name

Gina Clark

Position Title

School Counselor

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #7

Employee's Name

Melissa Robinson

Position Title

ESE Specialist

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

Leadership Team Member #8

Employee's Name

Joi Gardner

Position Title

Dean

Job Duties and Responsibilities

Facilitate the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; assist in the review of the annual school budget; support the formulation of a school improvement plan; and assist the principal in recommending the hiring of all teachers and staff.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Advisory Council (SAC) is utilized to involve all stakeholders (including the school leadership team, teachers and school staff, parents, and students) in developing and overseeing the implementation of the School Improvement Plan (SIP). The majority of SAC membership includes families, business, and community partners.

SIP Monitoring

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

All teachers and instructional staff participate in regular monitoring of SIP goals during weekly data Collaborative Learning and Planning (CLP) meetings. During Data CLPs, student and subgroup performance in ELA, math, science, and writing assessments (weekly, unit, district, and state) are reviewed and used to guide Tier 2 and Tier 3 instruction.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	19	21	27	15	20	10			115
One or more suspensions	2	1	1	6	4	11	1			26
Course failure in English Language Arts (ELA)	5	11	8	21	2	26	0			73
Course failure in Math	5	6	4	27	3	4	0			49
Level 1 on statewide ELA assessment	5	21	20	44	11	24	12			137
Level 1 on statewide Math assessment	5	18	13	27	10	15	10			98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	5	13	18	40						76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	7	3	19	6					39

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	26	21	46	12	29	10			149

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	1	3	9	2					20
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	4	26	30	23	23	22				128
One or more suspensions		4	4	8	3	6				25
Course failure in ELA	4	15	22	20						61
Course failure in Math	4	18	26	21						69
Level 1 on statewide ELA assessment	5	13	16	5	30	28				97
Level 1 on statewide Math assessment	5	20	22	26	19	27				119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	5	19	26	27						142

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	28	37	35	34	35				174

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	5	6	6						22
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42			33	50	53	28	53	55
ELA Grade 3 Achievement **	40			34	51	56			
ELA Learning Gains	62						47		
ELA Learning Gains Lowest 25%	62						44		
Math Achievement *	58			56	51	55	42	41	42
Math Learning Gains	65						57		
Math Learning Gains Lowest 25%	54						49		
Science Achievement *	44			26	52	52	25	50	54
Social Studies Achievement *					71	68		55	59
Graduation Rate					90	74		50	50
Middle School Acceleration					75	70		50	51
College and Career Readiness					69	53		74	70
ELP Progress	54			46	44	55	41	78	70

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	464
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	44%	42%	31%		38%	37%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	54%	No		
Black/African American Students	54%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	51%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	18%	Yes	4	4
English Language Learners	46%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	35%	Yes	4	
Hispanic Students	51%	No		
Economically Disadvantaged Students	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	3	3
English Language Learners	47%	No		
Native American Students				
Asian Students				
Black/African American Students	40%	Yes	3	

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%
Hispanic Students	45%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	40%	Yes	3	

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%	40%	62%	62%	58%	65%	54%	44%					54%
Students With Disabilities	21%	25%	71%	77%	26%	54%	42%	10%					
English Language Learners	51%		56%		63%	68%		47%					37%
Black/African American Students	38%	34%	65%	75%	54%	65%	61%	42%					
Hispanic Students	53%	50%	51%	45%	64%	63%	45%	50%					41%
Economically Disadvantaged Students	42%	41%	62%	64%	58%	65%	53%	44%					34%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	33%	34%			56%			26%					46%
Students With Disabilities	12%	17%			24%			18%					
English Language Learners	40%	42%			63%			13%					70%
Black/African American Students	31%	33%			52%			25%					
Hispanic Students	42%	47%			67%			25%					72%
Economically Disadvantaged Students	34%	34%			56%			26%					70%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	28%		47%	44%	42%	57%	49%	25%		
Students With Disabilities	5%		18%	25%	11%	36%	38%	10%		
English Language Learners	37%		54%		58%	60%		31%		
Native American Students										
Asian Students										
Black/African American Students	24%		44%	44%	36%	55%	47%	24%		45%
Hispanic Students	36%		51%		57%	58%		28%		40%
Multiracial Students										
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	27%		46%	44%	40%	57%	49%	23%		36%

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

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

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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

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

Most Improvement

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

5th grade science proficiency improved 18%, from 26% to 44%. The school has historically met or exceeded this level once, in 2016, earning 46%. New actions taken included: a new teacher who focused on small group differentiated instruction focusing on content vocabulary, real-world connections, collaborative hands-on student tasks, and technology integration.

Lowest Performance

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

3rd grade ELA demonstrated the lowest performance. Factors contributing to this deficit include: 22% of the cohort was English Language Learners. Additionally, only 37% of students were reading on grade level at the beginning of the school year further compounded by chronic absenteeism.

Greatest Decline

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

No data points showed a decline.

Greatest Gap

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

3rd Grade ELA demonstrated the largest gap, lagging 20 points behind, in comparison to the state average. Contributing factors include one third of the student population was ESE, ESOL, or both. Additionally, students lacked the foundational reading and decoding skills necessary for on grade level reading entering 3rd grade with 24% scoring Level 3 and above on the Star Reading assessment.

EWS Areas of Concern

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

The number of students with two or more indicators, specifically FAST ELA Level 1 and 10% absences.

Highest Priorities

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

1. Science Achievement
2. 3rd Grade ELA Achievement
3. ELA L25 Learning Gains
4. Math L25 Learning Gains
5. Accelerate and Maintain Level 4s and 5s

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

73% of kindergarten students scored below Level 3 on the 2024 PM3 Star Early Literacy assessment and 72% of 1st and 2nd graders scored below Level 3 on the 2024 PM3 Star Reading assessment.

By providing explicit, systematic and direct instruction in phonics and phonemic awareness utilizing UFLI in core instruction in grades K-2 and as an intervention in grades 3 through 5 as indicated by STAR/FAST Dibels, and core phonics assessment results.

By improving foundational literacy instruction through the use of explicit, direct instruction, students will gain phonics and phonemic awareness which will aid in fluency and lead to improved comprehension. The utilization of writing will improve literacy skills while building vocabulary and background knowledge which will improve comprehension.

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

Instructional practices for K-2 will include: daily use of B.E.S.T. aligned core curriculum (Benchmark Advance), daily UFLI Foundations instruction to develop reading foundational skills, vocabulary development, fluency, and comprehension, daily intervention time will be based on students' individual DIBELS and STAR data while using UFLI weekly assessments to inform intervention placement and pacing. Writing in the content area will improve background knowledge.

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

Instructional practices for grades 3-5 will include: daily use of B.E.S.T. aligned core curriculum (Benchmark Advance) with daily intervention time built into the master schedule. Intervention time will provide students with differentiated remediation of reading foundational skills, vocabulary development, fluency, and comprehension to enhance students' reading deficit areas based on their DIBELS, Core Phonics Survey data when appropriate, and STAR/FAST assessment data. Intervention Time will incorporate UFLI Foundations as indicated in a schedule and format

prescriptive to each individual student. In addition, after school tutoring will be provided for our most fragile readers.

Grades K-2: Measurable Outcome(s)

60% of K-2 students will master grade level phonics including letter names, letter sounds, and word fluency resulting in 50% of grades K, 1, and 2 students scoring Level 3 or above on the STAR Early Literacy and Star Reading PM3 assessment.

Grades 3-5: Measurable Outcome(s)

The number of students in grades 3, 4, and 5 identified with phonics, vocabulary, and comprehension deficits will decrease resulting in 50% of grades 3, 4, and 5 students scoring Level 3 or above on the FAST ELA PM3 assessment.

Monitoring

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

Monitoring will occur through ongoing formal and informal assessments in all subject areas and daily CFUs. Instructional and peer feedback walks will also serve as a monitoring tool. Through aggressive, ongoing monitoring of teaching and learning, student data and engagement will increase. Power BI and Performance Matters tools will be used to monitor the learning needs of individual students and subgroups.

Person responsible for monitoring outcome

Thelma Jackson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Implement explicit, direct Instruction using UFLI Foundations to teach foundational reading skills aligned with the science of reading.

Rationale:

By improving foundational literacy instruction through the use of explicit, direct instruction, students will gain phonics and phonemic awareness which will aid in fluency and lead to improved comprehension. Explicit, direct instruction aids struggling learners, including students with disabilities and English Language Learners.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning & CLPs

Person Monitoring:

Thelma Jackson, Principal

By When/Frequency:

Daily

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

Professional learning to include CLP's, instructional coaching and feedback as well as peer learning walks will support teachers with the implementation of UFLI Foundations and ensure fidelity. Action steps include: 1. Train staff and administer initial screening diagnostics to all students (Dibels, Core Phonics Inventory). 2. Establish walkthrough monitoring schedule and tracking tool for coaches and leadership team for reading instructional time for feedback and using the method for monitoring and tracking student progress. 3. Develop professional learning schedule and tier teachers for support to ensure reading CORE and intervention implementation and fidelity.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Instructional practice relating to ELA is an area of focus due to the low performance of ELA student achievement in comparison to state and district averages. A strategic focus on ELA teaching and learning will continue the trajectory of growth the school is currently experiencing resulting in a nine-point increase in ELA student achievement in 2024, a five-point increase in 2023, and an eight-point increase in 2022.

Measurable Outcome

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

Student achievement in English Language Arts (ELA) will improve from 42% proficiency to 50% proficiency.

Monitoring

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

Train staff and administer initial screening diagnostics to all students (Dibels, Core Phonics Inventory).

Establish walkthrough monitoring schedule and tracking tool for coaches and leadership team for reading instructional time for feedback and using the method for monitoring and tracking student progress. Develop professional learning schedule and tier teachers for support to ensure fidelity of implementation of Benchmark Advance and UFLI Foundations.

Person responsible for monitoring outcome

Thelma Jackson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Extended learning day providing MTSS instruction in reading. 2. Ongoing professional learning ensuring fidelity of implementation of core and supplemental curriculum. 3. Utilization of Tier 2 and Tier 3 supplemental instructional resources including i-Ready Magnetic Reading and UFLI Foundations. 4. Collaborative Learning and Planning (CLPs) engaging all instructional and support staff in disaggregating data to develop data-driven individualized and small group instruction.

Rationale:

Research (<https://www.teacherready.org/increase-student-achievement/>) indicates the following interventions impact subgroup performance: 1. Standards-aligned instruction. 2. Strategic alignment of resources and staff. 3. Tiered layers of instructional support and interventions. 4. Formative assessments. 5. Data chats providing students with consistent feedback for improvement.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning & CLPs

Person Monitoring:

Thelma Jackson, Principal

By When/Frequency:

Daily

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

Train staff and administer initial screening diagnostics to all students (Dibels, Core Phonics Inventory) Establish walkthrough monitoring schedule and tracking tool for coaches and leadership team for reading instructional time for feedback and using the method for monitoring and tracking student

progress. Develop professional learning schedule and tier teachers for support to ensure Benchmark Advance, UFLI Foundations, and intervention are implemented with fidelity.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Instructional practice in science is identified as an area of focus due to this data point lagging 12 points behind the state and 13 points behind the district.

Measurable Outcome

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

Student achievement on the Grade 5 Florida Statewide Science Assessment will improve from 44% proficiency to 50% proficiency.

Monitoring

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

1. Daily checks for understanding, district, and state assessments.
2. Progress monitoring of Tier 2 and Tier 3 individual and small group interventions.
3. Implementation of content vocabulary instruction aligned to UFLI Foundations.
4. Writing in the content area to support comprehension of benchmarks.

Person responsible for monitoring outcome

Thelma Jackson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Extended learning day providing MTSS instruction in reading foundational skills and vocabulary.
2. Ongoing professional learning ensuring fidelity of implementation of core and supplemental curriculum.
3. Utilization of Tier 2 and Tier 3 supplemental instructional resources including: Magnetic Reading, UFLI Foundations, Penda Learning for Science, and Top Score Writing.
4. Collaborative Learning and Planning (CLPs) engaging all instructional and support staff in disaggregating data to

develop and effectively implement data-driven individualized and small group instruction.

Rationale:

Research (<https://www.teacherready.org/increase-student-achievement/>) indicates the following interventions impact subgroup performance: 1. Standards-aligned instruction. 2. Strategic alignment of resources and staff. 3. Tiered layers of instructional support and interventions. 4. Formative assessments. 5. Data chats providing students with consistent feedback for improvement.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning & CLPs

Person Monitoring:

By When/Frequency:

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

1. Ensure support facilitation teachers, paraprofessionals, volunteers, mentors, and tutors are scheduled to provide targeted instruction during small group instructional times to provide reteaching and scaffolding. 2. Support staff will attend at least one grade level CLP to review data, understand B.E.S.T. standards, process core and supplemental curriculum and strategize ways to support instruction. 3. 5th grade science teacher will collaborate with the Office of Teaching and Learning for instructional support.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Teacher recruitment and retention is an area of focus due to the current national teacher shortage and turnover specifically at high-poverty schools. Chester A. Moore Elementary has retained most teachers having only two teachers transfer this school year. Additionally, new hires are the result of retirements and additional allocations.

Measurable Outcome

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

Chester A. Moore Elementary will retain 90% of its current teaching staff.

Monitoring

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

Staff surveys and retention rates will be utilized to monitor the number of teachers remaining for three or more years at Chester A. Moore Elementary.

Person responsible for monitoring outcome

Thelma Jackson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Provide incentive bonuses through district resources and federal grant programs. 2. Create and maintain a positive school culture whereby teachers are acknowledged and rewarded for their contributions. This includes, but is not limited to: monthly staff/teacher of the month recognition, newsletter and social media 'shout outs', breakfast/lunch on Admins, birthday celebrations, and staff appreciation week activities. 3. Ensure all teachers are provided access to administrative, resource, coaching, district Office of Teaching and Learning, and School Renewal supports.

Rationale:

<https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/Hillary204290320-20Research20Update20320Dec17.pdf>

1. Incentive pay/bonuses will be utilized to recruit teachers to work at Chester A. Moore Elementary. 2. Building and maintaining a positive school culture is crucial to the make-up of the school and necessary for new and returning teachers to feel welcomed, valued and appreciated to provide instruction for students. 3. Collegiality and collaboration are vital to ensuring both new and veteran teachers have the supports and tools to navigate the challenges of the profession.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher Stipends

Person Monitoring:

Thelma Jackson, Principal

By When/Frequency:

Monthly

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

1. Utilize grant funds to provide incentives to teachers with effective and highly effective VAM scores who remain at Chester A. Moore Elementary. 2. Provide opportunities for teachers to earn pay for participating in collaborative planning outside of their normal duty day (evenings and weekends).

Action Step #2

Instructional Coaching

Person Monitoring:

Thema Jackson, Principal

By When/Frequency:

Daily

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

Hire a K-2 Reading Coach, a 3-5 Reading Coach, and a Math/Science Coach to support CLPs and instructional needs.

Action Step #3

Teacher Recognition

Person Monitoring:

Thelma Jackson

By When/Frequency:

Monthly

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

Reinstate the Sunshine Committee to ensure celebrations and social gatherings are implemented.

Action Step #4

Two-Way Communication

Person Monitoring:

Thelma Jackson

By When/Frequency:

Daily

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

Administration and all members of the school leadership team will maintain an 'open door' policy and high vigilance throughout the school and within classrooms.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Student attendance is a schoolwide focus for grades K-6 at Chester A. Moore Elementary. Our school is academically and environmentally fragile, struggles to meet state academic standards, and is just three years removed from an F school grade. On a daily basis, approximately 40-50 students are absent, which adversely affects academic achievement. Additionally, as a high-poverty school, chronic student absenteeism impacts students' access to nutritious meals. Moreover, 2024 end of year student attendance data reflects 56% of students missed six or more days of school.

Measurable Outcome

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

Chester A. Moore Elementary has achieved minor improvements in student attendance. The Average Daily Attendance rate in 2021-2022 was 89.35 %, 90.14% in 2022-2023, and 91.1% in 2023-2024. In 2024-2025, our schoolwide Average Daily Attendance goal is 93% for grades K-6.

Monitoring

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

Monitoring is tracked by the Attendance Committee and monitored by the designated Assistant Principal. The Assistant Principal for attendance creates an excel spreadsheet each week identifying students with three or more absences. The Attendance Committee members contacts parents of students identified on the spreadsheet documenting the reason for absences, and offers support services for needs such as transportation, clothing, and food. Students with five or more absences are contacted by the Boys and Girls Club A+ Attendance Advocate who also strategizes support services. When students accumulate nine or more absences, a Problem-Solving Team (PST) meeting is initiated by the School Counselor convening stakeholders and support services that include administration, School Counselor, School Social Worker, Boys and Girls Club A+ Attendance advocate, parents and family. A student with 15 or more absences, and no improvement in attendance, receives a home visit from one or more of the Attendance Committee members. The Attendance Committee meets twice per month monitor absenteeism, provide support services, and to make decisions on how the student can best be supported by the school and wrap around services.

Person responsible for monitoring outcome

Jessica Berggren, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Routines, Rituals, and Celebrations Pertaining to Attendance and Engagement

Rationale:

Monthly parent and family engagement curriculum nights and PBIS activities are utilized. Parent and family engagement activities provide parent workshops utilizing the district Parent and Family Engagement Administrator on Special Assignment to provide parent training on the importance of student attendance and connections with district and community resources. Quarterly student recognition programs and PBIS incentives will be used to recognize perfect attendance, most improved attendance, academic achievement, and Very Important Parent (VIP) awards recognizing

parents who participate in and attend school programs. Specific celebrations include honor roll award assemblies, most improved attendANCE Dances, Pie in the Face (students with 90% attendance 'pie' admins, resource officer, and community volunteers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Family/Home Visits

Rationale:

The School Social Worker visits families/homes to conduct needs assessments and make referrals to appropriate agencies. School Administrators, Social Worker, Counselor, Attendance Committee members, and the Boys & Girls Club Attendance Advocate conduct bi-monthly meetings to discuss barriers, McKinney Vento (homeless students) and individualize plans are completed, implemented, and monitored.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Success Mentors

Rationale:

Students identified by attendance data as having chronic absenteeism (missed 19 or more days of school) will be enrolled in the Rising Explorers Mentoring Program and assigned a mentor. Students in the mentoring program will check-in with their mentor each day. Mentors will provide personalized connection and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Attendance Progress Monitoring

Person Monitoring:

Jessical Berggren, Assistant Principal

By When/Frequency:

Bimonthly

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

1. Set up dates for Bi-Monthly Meetings (Assistant Principal will create calendar invites for ACM dates) 2. Meet with Attendance Committee Team bi-monthly, make agendas and take notes, designate team members for attendance calls and initial home visits. 3. Develop engagement night for parent workshop on the importance of sending students to school. (Principal, Assistant Principal, School Counselor, B&G Club Attendance Advocate, School Social Worker, Assessment Clerk, Data Clerk). 4. Elicit donors/Community resources for supporting students and families to improve

attendance. 5. Initiate Incentives for 95-100 % attendance by quarter. Ie.. Q1: Pie-In-the-Face, Q2: Bingo Bash, Q3:AttenDANCE, Q4: Field Day Fun.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00