Chester A. Moore Elementary School

leadership
analysis
Florida
college and career
students
mission
family and community involvement
school improvement
ambitious
needs assessment
striving
teaching
achievement
relationships
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Chester A. Moore Elementary School

827 N 29TH ST, Fort Pierce, FL 34947

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

Demographics

Principal: Thelma Jackson

Start Date for this Principal: 8/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2020-21: (31%) 2018-19: D (36%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

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 b
learners.

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdov

Name	Position Title	Job Duties and Responsibilities
Jackson, Thelma	Principal	Responsible for the total 2. Establishes and maint 3. Participates in the sele 4. Establishes guides for 5. Supervises the school' 6. Plans, organizes, dele 7. Establishes and maint individuals to foster unde Discusses and resolves i 8. Assumes responsibility 9. Serves as a member of Superintendent shall dire 10. Serves as an ex-offic 11. Keeps appropriate Ex nature. 12. Assumes responsibili and participation in the af appropriate meetings and 13. Performs such other Executive Director may a
Berggren, Jessica	Assistant Principal	Assumes the duties and function. 2. Assists in the developr 3. Assists in the observat school personnel. 4. Assists in the daily sup purposes to ensure the s 5. Informs the Principal o related to the Principal's 6. Responds to written ar 7. Serves as a member of 8. Purchases, receives, o equipment, and furniture 9. Maintains relationships 10. Prepares and mainta 11. Assists in establishing Discusses and resolves i 12. Establishes and main individuals to foster unde programs. 13. Assists in establishing 14. Follow district policies initiatives. 15. Performs other duties
Brome , Makeda	Assistant Principal	Assumes the duties and function.

Name	Position Title	Job Duties and Responsibilities
		2. Assists in the developr 3. Assists in the observat school personnel. 4. Assists in the daily sup purposes to ensure the s 5. Informs the Principal o related to the Principal's 6. Responds to written ar 7. Serves as a member o 8. Purchases, receives, o equipment, and furniture 9. Maintains relationships 10. Prepares and mainta 11. Assists in establishing Discusses and resolves i 12. Establishes and mair individuals to foster unde programs. 13. Assists in establishing 14. Follow district policies initiatives. 15. Performs other duties

Demographic Information

Principal start date
Sunday 8/22/2021, Thelma Jackson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective *student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: assessments.*

11

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

371

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

2

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level th

Indicator	K
Number of students enrolled	58
Attendance below 90 percent	24
One or more suspensions	2
Course failure in ELA	0
Course failure in Math	0
Level 1 on 2022 statewide FSA ELA assessment	0
Level 1 on 2022 statewide FSA Math assessment	0
Number of students with a substantial reading deficiency	0

Using the table above, complete the table below with the number of students by current grade level wh

Indicator	K	1	2	3
Students with two or more indicators	1	12	6	24

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

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	0	0	0

Date this data was collected or last updated

Friday 8/19/2022

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

Indicator	K
Number of students enrolled	62
Attendance below 90 percent	26
One or more suspensions	3
Course failure in ELA	0
Course failure in Math	0
Level 1 on 2019 statewide FSA ELA assessment	0
Level 1 on 2019 statewide FSA Math assessment	0
Number of students with a substantial reading deficiency	0

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

Indicator	K	1	2	3
Students with two or more indicators	1	2	6	33

The number of students identified as retainees:

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	0	0	0

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

Indicator	K	
Number of students enrolled	62	9
Attendance below 90 percent	26	5
One or more suspensions	3	
Course failure in ELA	0	
Course failure in Math	0	
Level 1 on 2019 statewide FSA ELA assessment	0	
Level 1 on 2019 statewide FSA Math assessment	0	
Number of students with a substantial reading deficiency	0	1

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

Indicator	K	1	2	3
Students with two or more indicators	1	2	6	33

The number of students identified as retainees:

Indicator	K	1	2
Retained Students: Current Year	0	0	0
Students retained two or more times	0	0	0

Part II: Needs Assessment/Ana

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elemer

School Grade Component	2022			
	School	District	State	Sc
ELA Achievement	28%	46%	56%	2
ELA Learning Gains	47%	57%	61%	4
ELA Lowest 25th Percentile	44%	46%	52%	4
Math Achievement	42%	50%	60%	3
Math Learning Gains	57%	59%	64%	2
Math Lowest 25th Percentile	49%	55%	55%	2
Science Achievement	25%	42%	51%	2

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade d

		ELA		
Grade	Year	School	District	
01	2022			
	2019			
Cohort Comparison				
02	2022			
	2019			
Cohort Comparison		0%		
03	2022			
	2019	28%	50%	
Cohort Comparison		0%		
04	2022			
	2019	23%	51%	
Cohort Comparison		-28%		
05	2022			
	2019	12%	48%	
Cohort Comparison		-23%		

		MATH		
Grade	Year	School	District	
01	2022			
	2019			
Cohort Comparison				
02	2022			
	2019			
Cohort Comparison		0%		
03	2022			
	2019	36%	55%	
Cohort Comparison		0%		
04	2022			
	2019	25%	54%	
Cohort Comparison		-36%		
05	2022			

			MATH	
Grade	**Year**	**School**	**District**	
	2019	7%	47%	
Cohort Comparison		-25%		

			SCIENCE	
Grade	**Year**	**School**	**District**	
05	2022			
	2019	23%	46%	
Cohort Comparison				

Subgroup Data Review

				2022 SCHOOL GRADE COMPONENTS BY		
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**
SWD	5	18	25	11	36	38
ELL	37	54		58	60	
BLK	24	44	44	36	55	47
HSP	36	51		57	58	
FRL	27	46	44	40	57	49
				2021 SCHOOL GRADE COMPONENTS BY		
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**
SWD	11	33		18	17	10
ELL	23	43		39	27	
BLK	19	41	45	30	20	23
HSP	24	36		44	30	
FRL	20	42	53	33	23	27
				2019 SCHOOL GRADE COMPONENTS BY		
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**
SWD	15	40	46	16	42	46
ELL	32	48	62	29	29	50
BLK	18	37	56	22	29	43
HSP	46	53	60	42	38	
MUL	15			8		
WHT	36			18		
FRL	20	38	54	22	27	47

ESSA Data Review

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

	ESSA Federal Index
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

	Subgroup Data
	Students With Disabilities
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
	English Language Learners
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
	Asian Students
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Asian Students Subgroup Below 32%	
	Black/African American Students
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
	Hispanic Students
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
	Multiracial Students
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Native American Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Stu	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Part III: Planning for Improven

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicabl

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

ELA proficiency improved by 8% including a 13% increase in 3rd grade and a 16% increase in 4th grade. ELA lea
4%. Math achievement increased in all areas including an 8% increase in proficiency, 33% increase in learning g
math achievement including 3rd grade increasing by 13%, 4th grade by 10%, and 5th grade by 7%. subgroups, a
grade ELA bottom quartile learning gains declined by 4% and Science achievement decreased by 2%. Subgroup
students by 12%, and Free Reduced Lunch students by 7%. Students with disabilities ELA achievement decreas
Hispanic students by 13%, and Free Reduced Lunch students by 7%. Students with disabilities math achievemen

What data components, based off progress monitoring and 2022 state assessments, demonstrate the gre

The greatest need for improvement includes English Language Arts proficiency at all grade levels to increase sch
Science proficiency.

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

Several factors contributed to the need for improvement in ELA and science proficiency and ESE subgroup perfo
20% requiring significant schoolwide gains. Second, teachers had to implement new standards and curricula nee
science was also introduced later in the school year to assist with gaps in science standards, however time for im
vacancy for the first semester.

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

Math learning gains and math learning gains for the bottom quartile showed the most improvement gaining 33 an

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

Factors contributing to improved math learning gains include daily CLPs to plan and review instruction using disa
tutorials to include utilizing ACALETICS. In addition, teachers focused on creating supplemental spiral review les

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

To accelerate learning, ongoing professional development will be needed by teachers in the implementation of th
Math curriculum resources, as students will have to take the Florida Assessment of Student Thinking (FAST). Te
curriculum.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professio
teachers and leaders.**

Ongoing professional development will be provided in utilizing all core and supplemental curriculum (Benchmark
strategies (Kagan and AVID), and CHAMPs.

Provide a description of the additional services that will be implemented to ensure sustainability of impro

District Office of Teaching and Learning (OTL), School Renewal content experts, school-based reading and math
instructional delivery, assessments, and interventions. Two school-based interventionists will provide Tier 3 supp

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Only 28% of the students at Chester A. Moore Elementary are performing on or above gr and learning gains, bottom quartile students' learning gains declined by 4%. On the other and bottom quartile learning gains by 28%. Conversely, Science student achievement de decrease in bottom quartile learning gains indicate an instructional core problem. Similarl focus on core instruction specifically knowledge of the new B.E.S.T. standards, curriculur support staff.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	2022-23 schoolwide ELA targets are 38% proficiency, 52% proficiency in math, and 35%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration, reading coaches, and Turn Around Teacher Leaders will facilitate, suppor CLPs, formative and summative assessment data, and strategic scheduling of resource a
Person responsible for monitoring outcome:	Thelma Jackson (thelma.jackson@stlucieschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Standards-based core and supplemental curriculum 2. Research-based literacy routines and instructional best practices 3. Professional development targeting pedagogy, core and supplemental curriculum 4. Ongoing formative and summative assessments 5. Tracking and use of progress monitoring assessments to inform instruction, target inter
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Every student should have access to grade-appropriate assignments, strong instructio Myth https://opportunitymyth.tntp.org/ 2. Student learning is significantly improved when we increase content demands, teacher http://simarchive.thelearningexchange.ca/wp-content/uploads/2013/10/Elmore-Summary. 3. Research tells us that there are measurable benefits to student outcomes when system https://www.researchgate.net/publication/237052348_The_Many_Faces_of_Collaborative 3. Effective implementation of progress monitoring assists in setting and achieving acade https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To monitor students

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

1. Ensure the effective implementation of the district CLP program.
2. Collaborate with district Office of Teaching and Learning (OTL) and School Renewal staff to support CLPs and p
3. Utilize ongoing walk-through observations to monitor and support the instructional program.
4. Strategically align the master schedule to ensure adequate time and resource allocations.
5. Implement with fidelity a school-wide assessment program to include daily, weekly, and unit assessments ensuri
6. Conduct weekly data chats during CLPs to inform instruction and target intervention.

7. Turn Around Teacher Leaders will serve as model classrooms to support and build teacher capacity.

8. STEM Resource Teacher to focus on Science instruction and hands-on science labs during 5th grade Resource

Person Responsible Thelma Jackson (thelma.jackson@stlucieschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Federal Index indicates for three consecutive years, only 20% of Students with Disabilities perf[...]
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase student achievement outcomes for Students with Disabilities from 20% to 41%. Me[...] Economically Disadvantaged student subgroups which are currently performing at 40% proficiency [...]
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Subgroup performance will be monitored via daily, weekly and unit assessments. 2. Schedule ESE Support Facilitation, Interventionists, paraprofessionals, and behavior technicians [...] blocks. 3. Adjust interventions as determined by student performance. 4. Provide in-school and after school tutorial for targeted subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	1. Provide ongoing core and supplemental curriculum PD for all support staff. 2. Ensure support staff has Tier 2 and Tier 3 instructional materials to provide differentiated instructi[...] 3. ESE Support Facilitation teachers, Interventionists, and paraprofessionals participate in CLPs.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Research indicates the following impacts 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 to provide students with consistent feedback for improvement See: https://www.teacherready.org/increase-student-achievement/#:~:text=Give%20your%20students%20examples%20of%20quality%20work%20so,ar

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 resp

1. Ensure ESE Support Facilitation teachers and the ESE Paraprofessional are scheduled to provide support during
2. ESE Support Facilitation teachers and the ESE Paraprofessional will attend at least one grade level CLP to revie curriculum, and strategize ways to support instruction.
3. Strategically schedule ESE, ESOL, coaching, behavior staff, and volunteers to provide ESE students and teache

Person Responsible Thelma Jackson (thelma.jackson@stlucieschools.org)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Chester A. Moore Elementary historica three years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Chester A. Moore Elementary will retair
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Staff surveys and retention rates will be Chester A. Moore Elementary.
Person responsible for monitoring outcome:	Thelma Jackson (thelma.jackson@stlu
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Provide incentive bonuses through d 2. Create and maintain a positive schoo 3. Ensure all teachers are provided acc Learning and School Renewal supports
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	https://www.nuffieldfoundation.org/wp-c 1. Incentive pay/bonuses will be utilized 2. Building and maintaining a positive s returning teachers to feel welcomed, va 3.Collegiality and collaboration are vital the challenges of the profession.

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 resp

1. Utilize grant funds to provide incentives to teachers with effective and highly effective VAM scores who remain at
2. Provide opportunities for teachers to earn pay for participating in collaborative planning outside of their normal du
3. Hire a K-2 Reading Coach, a 3-5 Reading Coach, and a Math/Science Coach to support CLPs and instructional
4. Reinstate the Sunshine Committee to ensure celebrations and social gatherings are implemented.
5. Administration will maintain an 'open door' policy and high vigilance throughout the school and within classrooms

Person Responsible   Thelma Jackson (thelma.jackson@stlu

#4. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The district has identified 138 students or one third of our student population wi Elementary will implement the district's i-Succeed Plan targeting 16-20 at-risk s health counselors to address individual student needs as identified by Early Wa
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	1. The number of discipline referrals will decrease by 25% or more. 2. The number of students with attendance below 90 percent will be reduced by 3. The number of students exhibiting 2 or more early warning indicators will dec 4. Teacher perception of student behavioral concerns as measured by the distr 5. Student perception of sense of belonging and safety will increase by 25% as during the 2020-2021 school year as compared to the previous year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Early Warning System indicators and discipline referrals will be monitored.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. C. A. Moore will implement Single School Culture to refine expectations for t hallways. 2. An SEL committee will be established to promote school-wide SEL through i 3. Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School-Co 4. Daily circles will be facilitated to allow students opportunities for guided pract observations using corresponding walk-through tools.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our students are lacking many of the basic life skills needed for success in sch competencies is a proven strategy used to reduce discipline concerns, increase Single School Culture as a strategy to decrease the number of office discipline County. Similar schools have exhibited decreases in student offenses by normi

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 resp

1. All staff complete district directed CHAMPs training.
2. The TSA and behavior team will provide ongoing Single School Culture training, classrooms observations, and fe
3. Students with i-Succeed Student Success Plans will be monitored and provided in classroom supports.
4. Each grade level and team will establish PBIS goals and incentives and implement quarterly PBIS incentive prog
5. Effectively utilize the school-based mental health counselor to support students with Early Warning Systems indic

Person Responsible   Thelma Jackson (thelma.jackson@stlucieschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria
Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score belo
assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grad
it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need sh

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identificat
  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 an
  statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment c

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

Grades K-2 teachers will target instruction for students needing emergent literacy skills.to increase student maste
assessment.

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

Grades 3-5 teachers will provide foundational reading skills instruction targeting decoding and encoding skills to
Ready reading diagnostics.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data bas
the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent o

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewic

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

90% of K-2 students will master grade level phonics including letter names, sounds and CVC words.

Grades 3-5: Measureable Outcome(s)

Reduce the number of students in grades 3-5 identified with phonics and vocabulary deficits.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how

Monitor students scoring in i-Ready Reading Instructional Profile Groupings 1 and 2.
Monitor Star and FAST Progressing Monitoring Data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jackson, Thelma, thelma.jackson@stlucieschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each g
"evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relev
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, m

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Re

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Literacy Leadership Team (Administrators, Reading Coaches) will complete weekly classroom walkthroughs uti
supports to improve instruction.

Ensure effective implementation of the Benchmark Advance core ELA curriculum.

Utilize CLPs to plan Tier 1, Tier 2, and Tier 3 reading instruction.

Schedule and Interventionist and ESE Support Facilitation teachers to provide supplemental reading instruction to T

Reading coaches will monitor, support, and enhance classroom instruction through CLPs and coaching cycles.

Collaborate with the Regional Literacy Director to provide professional development and ensure the schoolwide read

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Research outlined by What Works Clearinghouse https://ies.ed.gov/ncee/wwc/PracticeGuide/3 supports the use of u
i-Ready Reading Diagnostics to target small group and individualized instruction in foundational reading skills (comp

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, identi

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step
Literacy Leadership: The Literacy Leadership Team will implement a weekly classroom walkthrough schedule utilizing the Litera... targeted supports.
Literacy Coaching: The K-2 Reading Coach and the 3-5 Reading Coach will co-lead CLPs, conduct walkthroughs, provide profe... cycles to improve reading instruction.
Assessment: ELA teachers will utilize daily, weekly, and unit assessments to monitor student progress toward mastery of standa... data to make instructional shifts.
Professional Learning: Daily CLPs are utilized to plan for ELA and writing instruction three days per week. Early release days wi... in core and supplemental ELA curriculum.

Positive Culture & Environm...

A positive school culture and environment reflects: a supportive and fulfilling environment, learning... their roles and relationships in student learning and a culture that values trust, respect and high ... formulating a statement of vision, mission, values, goals, and employing school improvement str... groups more proximal to the school include teachers, students and families of students, volunteer... childhood providers, community colleges and universities, soc...

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

The administrative staff utilizes an open door policy and implements various engagement activities such as: The Su... where teachers are voted upon to receive an apple trophy and lunch, promote use of district and local agencies to p... newsletter which recognizing staff accomplishments, and community/business partnerships with the Boys & Girls clu...

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

Teachers, staff, students, parents and community/business partners are encouraged to attend monthly School Advis... Plan. All classroom teachers provide required SEL instruction daily as articulated by the school's master schedule.