

A. Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

1. 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 learning gains also improved by 7%, but bottom quartile learning gains decreased by 4%. Math achievement increased in all areas including an 8% increase in proficiency, 33% increase in learning gains, and a 28% increase in bottom quartile learning gains. All grade levels increased math achievement including 3rd grade increasing by 13%, 4th grade by 10%, and 5th grade by 7%. subgroups, and content areas indicate a need to increase student proficiency. Conversely, 5th grade ELA bottom quartile learning gains declined by 4% and Science achievement decreased by 2%. Subgroup performance in ELA increased for ELLs by 14%, Black students by 5%, Hispanic students by 12%, and Free Reduced Lunch students by 7%. Students with disabilities ELA achievement decreased by 6%. Math proficiency increased for ELLs by 19%, Black students by 6%, Hispanic students by 13%, and Free Reduced Lunch students by 7%. Students with disabilities math achievement declined by 7%.

171 words used, 79 words left

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

The greatest need for improvement includes English Language Arts proficiency at all grade levels to increase schoolwide proficiency, students with disabilities achievement in ELA and math, and Science proficiency.

90 words used, 94 words left

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

Several factors contributed to the need for improvement in ELA and science proficiency and ESE subgroup performance in all tested content areas. First, prior year ELA proficiency levels were only 20% requiring significant schoolwide gains. Second, teachers had to implement new standards and curricula needing professional development and time for effective implementation. Next, Penda science was also introduced later in the school year to assist with gaps in science standards, however time for implementation. Finally, staffing turnover resulted in an ESE Support Facilitation vacancy for the first semester.

88 words used, 162 words left

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

Math learning gains and math learning gains for the bottom quartile showed the most improvement gaining 33 and 28 points respectively.

21 words used, 229 words left

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

Factors contributing to improved math learning gains include daily CLPs to plan and review instruction using disaggregated student data, creating in-school remediation, and extending after-school tutorials to include utilizing ACALETICS. In addition, teachers focused on creating supplemental spiral review lessons during in-school and after-school tutorials.

55 words used, 205 words left

6. 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 the B.E.S.T. standards. Also, teachers will need continued support in the ELA and Math curriculum resources, as students will have to take the Florida Assessment of Student Thinking (FAST). Teachers will learn more about utilizing a K-5 systematic, explicit foundational reading curriculum.

57 words used, 193 words left

7. Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing professional development will be provided in utilizing all core and supplemental curriculum (Benchmark Advance, enVision Math, Top Score Writing, ACALETICS), student engagement strategies (Kagan and AVID), and CHAMPS.

29 words used, 221 words left

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

District Office of Teaching and Learning (OTL), School Renewal content experts, school-based reading and math/science coaches will be utilized to support teachers in planning for instruction, instructional delivery, assessments, and interventions. Two school-based interventionists will provide Tier 3 supplemental instruction for students significantly below grade level in reading.


48 words used, 202 words left

III. Planning for Improvement

[Link to State, District and School Report Cards \(https://edudata.fldoe.org\) →](https://edudata.fldoe.org)

B. Areas of Focus

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

[Instructional Practice specifically relating to Standards-aligned Instruction](#) 

Areas of Focus:

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 grade level in English Language Arts. Although this reflects an increase in proficiency and learning gains, bottom quartile students' learning gains declined by 4%. On the other hand, math student achievement improved by 8%, learning gains increased by 33% and bottom quartile learning gains by 28%. Conversely, Science student achievement decreased by 2%. The limited improvement in ELA and learning gains as well as the decrease in bottom quartile learning gains indicate an instructional core problem. Similarly, maintaining gains in math and improving science achievement will also require a focus on core instruction specifically knowledge of the new B.E.S.T. standards, curriculum alignment, effective pedagogy, use of assessments and data, and strategic use of 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% proficiency in science.

16 words used, 134 words left

Monitoring:

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

Administration, reading coaches, and Turn Around Teacher Leaders will facilitate, support and monitor the instructional program through formal and informal observations, CLPs, formative and summative assessment data, and strategic scheduling of resource and support staff.

35 words used, 115 words left

Person responsible for monitoring outcome

Jackson, Thelma (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 interventions, and strategically align resource staff

47 words used, 103 words left

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 instruction, deep engagement, and teachers with high expectations. See: The Opportunity Myth <https://opportunitymyth.tntp.org/>
2. Student learning is significantly improved when we increase content demands, teacher skills, and student engagement. See: Improving the Instructional Core <http://simarchive.thelearningexchange.ca/wp-content/uploads/2013/10/Elmore-Summary.pdf>
3. Research tells us that there are measurable benefits to student outcomes when systems provide time for teachers to collaborate successfully. See: https://www.researchgate.net/publication/237052348_The_Many_Faces_of_Collaborative_Planning_and_Teaching
3. Effective implementation of progress monitoring assists in setting and achieving academic goals and ultimately positively impacts student achievement. See: [https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To monitor students proficiency with standards based instruction](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To%20monitor%20students%20proficiency%20with%20standards%20based%20instruction)

96 words used, 54 words left

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.

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 provide PD.
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 ensuring meaningful and authentic data are captured.
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 blocks.

ESSA Subgroup specifically relating to Students with Disabilities



Areas of Focus:

ESSA Subgroup

specifically relating to

Students with Disabilities

Budget Lines

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 perform on or above grade level.

20 words used, 280 words left

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%. Meeting this target for Students with Disabilities will positively impact Black and Economically Disadvantaged student subgroups which are currently performing at 40% proficiency resulting in all subgroups meeting and exceeding 41% 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 so that targeted subgroups receive layers of support services during instructional blocks.
3. Adjust interventions as determined by student performance.
4. Provide in-school and after school tutorial for targeted subgroups.

52 words used, 98 words left

Person responsible for monitoring outcome

Select One

Evidence-based Strategy:

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

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 instruction at designated times outside of the core instructional blocks.
3. ESE Support Facilitation teachers, Interventionists, and paraprofessionals participate in CLPs.

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,and%20confident%20in%20their%20abilities.%20Provide%20consistent%20feedback.>

42 words used, 108 words left

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.

1. Ensure ESE Support Facilitation teachers and the ESE Paraprofessional are scheduled to provide support during small group instructional time to provide reteaching and scaffolding.
2. ESE Support Facilitation teachers and the ESE Paraprofessional will attend at least one grade level CLP to review data, understand B.E.S.T. standards, understand core and supplemental curriculum, and strategize ways to support instruction.
3. Strategically schedule ESE, ESOL, coaching, behavior staff, and volunteers to provide ESE students and teachers with multiple layers of support.

Transformational Leadership specifically relating to Teacher Recruitment and Retention



Areas of Focus:

Transformational Leader: ▾

specifically relating to

Teacher Recruitment and Retention ▾

Budget Lines

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 historically has a high turnover rate whereby most teachers remain at the school less than three years.

21 words used, 279 words left

Measurable Outcome:

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

Increase the number of teachers who remain at Chester A. Moore Elementary for three or more years.

17 words used, 133 words left

Monitoring:

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

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

Jackson, Thelma (thelma.jackson@stlucieschools.org) ▾

Evidence-based Strategy:

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

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.
3. Ensure all teachers are provided access to administrative, resource, coaching, and district Office of Teaching and Learning and School Renewal supports.

50 words used, 100 words left

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-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.

75 words used, 75 words left

75 words used, 75 words left

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.

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).
3. Hire a K-2 Reading Coach, a 3-5 Reading Coach, and a Math/Science Coach to support CLPs and instructional needs.
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 by maintaining daily walkthrough schedules and attendance at all CLPs.

105 words used, 45 words left

Jackson, Thelma (thelma.jackson@stlucieschools.org) ▾



Positive Culture and Environment specifically relating to Early Warning Systems



Areas of Focus:

Positive Culture and Env

specifically relating to

Early Warning Systems

Budget Lines

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 with Early Warning System indicators. To address these concerns, Chester A. Moore Elementary will implement the district's i-Succeed Plan targeting 16-20 at-risk students utilizing single school culture, CHAMPs, Sanford Harmony, PBIS and mental health counselors to address individual student needs as identified by Early Warning Systems, discipline referrals, parent requests, and teacher observations.

66 words used, 234 words left

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 30%
3. The number of students exhibiting 2 or more early warning indicators will decrease by 30%.
4. Teacher perception of student behavioral concerns as measured by the district teacher climate survey will decrease by 30%.
5. Student perception of sense of belonging and safety will increase by 25% as measured by the Panorama student survey. Student offense will decrease by 35% 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.

10 words used, 140 words left

Person responsible for monitoring outcome

Select One

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 the following: cafeteria, entering/exiting classrooms, attention signals, transitions in hallways.
2. An SEL committee will be established to promote school-wide SEL through integrated activities.
3. Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School-Connect will be implemented to teach students the 5 SEL competencies.
4. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. These activities will be monitored through ongoing class 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 school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities. The rationale for selecting Single School Culture as a strategy to decrease the number of office discipline referrals is based on the successful implementation of like schools in St. Lucie County. Similar schools have exhibited decreases in student offenses by norming expectations and consequences for students.

88 words used, 62 words left

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.

1. All staff complete district directed CHAMPs training.
2. The TSA and behavior team will provide ongoing Single School Culture training, classrooms observations, and feedback to support CHAMPs and Single-School Culture implementation.
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 programs.
5. Effectively utilize the school-based mental health counselor to support students with Early Warning Systems indicators and Student Success Plans.