St. Lucie Public Schools

Frances K. Sweet Elementary School

2018-19 Schoolwide Improvement Plan

Frances K. Sweet Elementary School

1400 AVENUE Q, Fort Pierce, FL 34950

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	A*

**Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Frances K. Sweet Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

F. K. Sweet is a traditional academic magnet school that maintains excellence by establishing positive partnerships between school, home and community. We take pride in providing all students with the opportunities for success.

b. Provide the school's vision statement.

Frances K. Sweet is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve success. Collectively, we provide a safe and caring environment that fosters a life-long passion for learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Frances K. Sweet Elementary Magnet School is a traditional academic school of choice within the St. Lucie County School District. The primary objective is to develop each student's potential for learning and to foster positive interpersonal relationships. The core business is to create challenging, engaging and satisfying work for every student, every day. Our staff will ensure that relationship-building is a clear priority. We will identify and engage the school community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships. We will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The faculty members will use the first week of school to set a positive tone and clarify the values that will guide interpersonal interactions between students and between the teacher and students. The staff will be provided professional development in effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.
Our school will infuse the content required by Florida Statute 1003.42 as applicable to appropriate grade levels, including but not limited to:
*History of Declaration of Independence
*History of the Constitution of the United States and amendments
*Republican form of government
*Flag education
*Elements of civil government
*History of the United States
*History of the Holocaust
*History of African Americans
*Elementary principles of agriculture
*Kindness to animals
*Conservation of natural resources
*Comprehensive health education
*Study of Hispanic contributions to the United States
*Study of women's contributions to the United States
*The nature and importance of free enterprise to the United States economy
*Character-development program in the elementary schools
*Encourage patriotism

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Frances K. Sweet the students feel safe and respected. Students learn to possess a high sense of responsibility. Through their sense of good values, positive actions and high moral conscience, students are taught to hold themselves accountable for their actions. The entire Frances K. Sweet school community embraces involvement in the educational development of all students. Through mutual respect and cooperation, parents and staff work collaboratively to help students become the best that they can be. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/ harassment policies. Non-instructional staff, including office staff, bus drivers, cafeteria personnel and after-school personnel will model and teach interpersonal expectations in non-academic settings and give instruction on reporting violations to the appropriate supervisors.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Frances K. Sweet is committed to implementing Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students. Our mission is to promote a positive behavioral environment to foster academic success. F.K. Sweet's staff is committed to the implementation of PBIS.
Tier 1 : School-Wide PBIS Plan- Common school wide behavior processes are used to create a consistent structure that improves the interactions between students and staff.
Tier 2: Students who need more support in addition to school-wide positive behavior program are identified by the problem solving team. These students are provided the necessary interventions to improve their behavior. Tier 3: Intensive Intervention : Students not responding positively to Tier 1 classroom level or Tier 2 interventions. Tier 3 Intensive Individual Interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention planning.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Frances K. Sweet the Multi-Tiered Systems of Support (MTSS) process is used to ensure students receive interventions based on reliable and valid data. Teams identify specific skill deficits and effective interventions are used to impact the social-emotional needs of all students. Students may be provided the following services but are not limited to these...Big Brother Big Sister, Suncoast Mental Health, YMCA, Sequal Care of Florida, Family Preservation Services, New Horizons, Hibiscus Children's Center and Helping People Succeed. Check-in/Check-out will be utilized with students in need of a positive adult interactions and positive feedback throughout the school day. School counselor will help provide a differentiated delivery of services based on student need. The school counselor will provide supplemental (focused small group counseling) and intensive supports (individual counseling) where needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Frances K. Sweet implements a Multi-Tiered System of Supports to identify students that need additional support. MTSS is an extension of the school's Leadership Team, strategically integrated in

order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading , mathematics, science, writing, and engagement.
Tiered intervention data will be housed in Performance Matters, Skyward, and progress monitoring data in EasyCBM.
Data will be used to guide instructional decisions and system procedures for all students to:
*adjust the delivery of curriculum and instruction to meet the specific needs of students
*adjust the delivery of behavior management system
*adjust the allocation of school-based resources
*drive decisions regarding targeted professional development
*create student growth trajectories in order to identify and develop interventions

Managed data will include:
Academic
*Oral Reading Fluency Measures
*EasyCBM Benchmark Assessments
*Journeys Benchmark Assessments
*State/Local Literacy, Mathematics and Science Assessments
*FCAT 2.0/ FSA
*Student grades
*School site specific assessments
Behavior
*Suspensions
*Referrals by student behavior
*Office referrals per day per month
*Team climate surveys
*Attendance
*Referrals to special education programs

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	9	5	7	6	0	0	0	0	0	0	0	0	35
One or more suspensions	0	3	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	4	1	2	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	19	15	26	0	0	0	0	0	0	0	60
Retentions	3	12	16	16	13	0	0	0	0	0	0	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	7	9	0	0	0	0	0	0	0	0	20

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Effective multi-disciplinary teams are in place to problem solve and create action plans for the students identified by the early warning system. Tier 2 programs such as Wilson Corrective Reading, Wilson's Fundations, Journey's Toolkit, Earobics, Destination Reading, Destination Math, Great Leaps, Second Step and Tutorials will be used.
*Instructional staff members will be provided continuous professional development in various ways to use performance matters for data analysis.
*Instructional staff will be provided professional development opportunities; webinars, learning communities, peer support and self-reading.
*Instructional staff will be provided professional development on designing reflective questions to determine their depth of understanding.
*Instructional staff will utilize a Language experience approach were students produce language in response to first-hand, multi-sensorial experiences.
*Instructional staff will demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.
*Students will work together in small intellectually and culturally mixed groups to activate and build prior knowledge.
*Scales will provide a clear criteria for evaluating a product or performance on a continuum of quality will be utilized throughout the instructional process.
*Notification procedures for parents, agency and community outreach will be utilized.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/629871.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Frances K. Sweet Magnet School believes in involving parents in all aspects of its educational program. Our school has received the Five Star Award for the past 17 years. Parental and community involvement

are integral to the success of the school improvement efforts at F.K. Sweet.
* Each community/business/agency maintains an ongoing active relationship with our school. They support our students with motivational rewards, donations to the media center and providing academic presentations.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Jackson, D'Jion	Principal
Cox, Jane	Assistant Principal
Langel, Cindy	Teacher, K-12
Glennon, Laura	Teacher, K-12
O'Keefe, Michelle	Teacher, K-12
Hochberg, Colletta	Teacher, K-12
Brookes, Cindy	Teacher, K-12
Davis, Tammy	Teacher, K-12
Hellums, Donna	Teacher, K-12
Jones, Cory	Teacher, K-12
Lott, Traci	Teacher, K-12
Parks, Alice	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The instructional leaders provide a common vision and mission for the school.
The use of documents, charts, graphs are routinely used by the leaders to communicate "current realities."
The use of data-based decision-making, ensures that the school-based team is implementing the Florida State Standards.
The leaders document meetings that focus on student achievement.
The leaders communicate to parents and other stakeholders the School Improvement Plan goals and actions that are linked to targeted academic standards.
The leaders use the Florida State Standards to frame discussions on the quality and sufficiency of curriculum materials.
Leadership Team: The leadership team will meet monthly. Each grade level has a representative. (Identified above)
The leadership team will review school-wide data (academic and behavioral), and then review and finalize action plans. The leadership team will keep inventory of resources and identify areas of need. They will use problem-solving activities to determine how to apply the resources for the greatest impact. Together they will evaluate the resources and programs to determine that the needs of all students are being met. The Administration shall ensure data chats are conducted between school administration and teacher, and teachers and students following progress monitoring assessments.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will assess the end of year data.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.

Core Team:
Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data.
*Administrator(s),RtI:B Liaison, School Counselor, School Psychologist , School-based ESE Specialist,
SLP, K-2 Representative, 3-5 Representative
This core PST team will examine school-wide data and identify groups in need of academic or behavioral support. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. The team will use a problem-solving process within a Multi-Tiered System of Supports to analyze progress monitoring data in reading, writing, mathematics, and science through progress monitoring assessments to inform instruction.

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.The team will collaborate with the SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

Group PST:
Group PST - Administrator(s), School Counselor, Grade Level Teams
Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions.

Individual PST:
Individual PST- Administrator(s), School Counselor, School-based ESE Specialist, School Psychologist, Teacher, Parent
Individual PST meetings will occur upon a student being identified as needing more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Michelle O'Keefe	Teacher
Cindy Langel	Teacher
Vanessa Gould	Parent
Monette Wynn	Business/Community
Deana Wagerer	Parent
Stella Geraghty	Business/Community
Christina Selph	Parent
Cindy Brookes	Teacher
Miesha Adams	Teacher
Colletta Hochberg	Teacher
Tammie Graham	Parent
General Platt	Parent
Angelica Diego	Parent
Rhonda Wigglesworth	Parent
Rhonise Shaw	Parent
Tonya Mills	Parent
Ervin Valcin	Parent
Cory Jones	Teacher
Celeste Hartsfield	Teacher
Laura Glennon	Teacher
D'Jion Jackson	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council will meet monthly to examine school improvement efforts. During each meeting the School Improvement Plan will be discussed. The School Advisory Council will review and monitor the implementation of the School Improvement Plan. During the first School Advisory Council meeting the members will evaluate the effectiveness of last year's school improvement plan and use a problem-solving approach to determine areas of need.

b. Development of this school improvement plan

This school improvement plan was developed by the Leadership team and the School Advisory Council. The teams used the 8-Step Planning and Problem Solving process. Sign-in sheets and minutes from these meeting will be used for evidence of completion.

c. Preparation of the school's annual budget and plan

Using the 8-Step Planning and Problem Solving process the school's annual budget and plan will be used to determine the best use of the funds available.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

After school tutoring services for students in 3rd - 5th grades- $20,436.00

Writing camp for fourth and fifth grade students-$5,000.00

Science camp for 5th grade students-$5,000.00

Reading interventionist provided additional tier 2 support services to identified bottom quartile- $40,896.00

Ready materials to support core curriculum- $12,768.00

Collaborative planning - $24,000.00

Parent Conferences and Parent Nights-$5,000.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jackson, D'Jion	Principal
Cox, Jane	Assistant Principal
Jones, Patty	Teacher, K-12
Hochberg, Colletta	Teacher, K-12
Bushby, Sandy	Teacher, K-12
Cripps, Aimee	Teacher, K-12
Hellums, Donna	Teacher, K-12
Leonard, Sharon	Teacher, K-12
Walker, Allysa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The purpose of the Literacy Leadership Team (LLT) is to address reading concerns throughout the school. The team will analyze data and collaborate on strategies such as differentiation and the effectiveness of the core instruction. The LLT will develop and promote school-wide and classroom incentives to foster the love of reading. The LLT will ensure that teachers are using effective research

based techniques and encourage students to be active participants in their education.

The major initiatives of the LLT consists of :
*Supporting the implementation of the St. Lucie County Literacy Routines
*Ensuring that teachers are using effective research based strategies
*Evaluating the effectiveness of core instruction

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The administration ensures appropriate resources are allocated to design a master schedule that allows for common planning time. The time will allow grade-level teachers to collaborate and make data-based decisions for problem-solving and professional development alignment to Florida Standards and lesson study.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:
1. Administration secures quality staff by retention of highly qualified staff.
2. New teachers attend district orientation and school orientation. New staff members are given a highly qualified mentor.
3. Monthly scheduled meetings for new teachers and their mentors are held.
4. Quality Instructional training with follow-up occurs during these meetings.
7. Administration will frequently observe and feedback to all staff members.
8. New teacher follows the SHINE (Supporting High-quality Induction for New Teachers) program
9. Instructional staff will be provided extensive, ongoing, job-embedded professional development to ensure they are provided with the resources to be effective and satisfied in their job.
10. Professional Development needs are determined by staff surveys, classroom observations, and data.
11. The faculty works to ensure that all teachers feel valued in their roles and understand the importance of a positive school culture and climate.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

1. New teacher will follow the Supporting High-quality Induction for New Teachers (SHINE) Program.
2. New teachers will be provided a mentor which is a highly effective educator.
3. Together the mentor and mentee will complete and document target skills/activities on log sheets.
4. NEST Meetings
*Held monthly at school site
*Content based on the needs of the mentees with a strong emphasis on the Framework for Quality Instruction
*Professional Development will be provided
5. Monthly support for new teachers will include 7 after-school sessions throughout the year. These sessions are designed to provide on-going relevant support to new teachers. A stipend will be provided for participating in these sessions.
*Session Topics will be Florida Standards, Classroom Management, St. Lucie Public Schools Framework for Quality Instruction, other topics.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The St. Lucie School District has provided our school with core instructional programs that are research based and aligned to the Florida's standards. The district has developed instructional pacing guides that are aligned to the Florida's standards in reading, writing, mathematics, and NGSSS science. The administration will review and monitor the implementation of the Florida Standards in reading, writing, mathematics, and NGSSS science. Our school creates ongoing opportunities for teachers to unpack the Florida Standard and to plan and discuss reading and writing curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.
Activities of the Core PST include:
• Determining school-wide learning and development areas in need of improvement
• Identifying barriers which have or could prohibit school from meeting improvement goals
• Developing action plans to meet school improvement goals (e.g., SIP)
• Identifying resources to implement plans
• Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
• Managing and coordinating efforts between all school teams
• Supporting the problem solving efforts of other school teams
School-wide data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
The school ensures every teacher contributes to literacy improvement of every student by:
*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
*Creating a schedule with an uninterrupted 90 minute reading block
*Creating a schedule with an additional 60 minute reading block
*Creating a schedule with an uninterrupted 45 minute writing block

*Creating a schedule with an uninterrupted 60 minute mathematics block
*Providing Tier 3 instruction based on student needs
*Providing resources to support instruction
*Administering assessments which measure instructed standards
*Conducting data chats
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 600

Title 1 After-School program that will assist identified 3rd - 5th grade students who have demonstrated an area of concern in Reading, Math or Science.

Strategy Rationale

Increase student achievement in Reading, Math and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jackson, D'Jion, d'jion.jackson@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. All stakeholders will work collaboratively to understand, plan and implement highly engaging standards-based instruction.

G2. All stakeholders will deliver Standards-based instruction to effectively improve student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All stakeholders will work collaboratively to understand, plan and implement highly engaging standards-based instruction. 1a

G100870

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Gains	65.0
Statewide Science Assessment Achievement	60.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Resources for students to meet grade level expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funds will be used to provide extra support through after school tutoring.
- Title 1 funds will be used to hire an instructional coach.
- Title 1 funds will be used to provide substitutes for collaborative planning

Plan to Monitor Progress Toward G1. 8

District assessments will be collected and reviewed throughout the year.

Person Responsible
Jane Cox

Schedule
Every 3 Weeks, from 8/27/2018 to 5/31/2019

Evidence of Completion
District assessments will be used to measure effectiveness of instruction.

G2. All stakeholders will deliver Standards-based instruction to effectively improve student achievement. 1a

G100871

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	50.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Florida Standards have changed and teachers must align curriculum and assessments to the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff have had professional development in Kagan strategies and Thinking Maps.
- 95% of the staff is Highly Qualified in all areas.
- Title 1 and school based funds.
- Online resources and district focus calendars are available.
- District assessments were developed and will be utilized to measure student achievement toward standards.

Plan to Monitor Progress Toward G2. 8

Student achievement will be reflected by data collected.

Person Responsible
D'Jion Jackson

Schedule
Biweekly, from 9/25/2018 to 5/31/2019

Evidence of Completion
St. Lucie unit assessments, iReady Diagnostic assessments and the FSA.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. All stakeholders will work collaboratively to understand, plan and implement highly engaging standards-based instruction. 1

G100870

G1.B3 Resources for students to meet grade level expectations. 2

B272017

G1.B3.S1 Provide after school tutoring services for students in 3rd - 5th grade. 4

S288031

Strategy Rationale

All students need to make a year's growth.

Action Step 1 5

After School tutoring will be provided for student in grade 3 - 5.

Person Responsible

D'Jion Jackson

Schedule

Biweekly, from 10/1/2018 to 3/1/2019

Evidence of Completion

Attendance sheets will be utilized.

Action Step 2 5

Purchase materials to support student achievement.

Person Responsible

Jane Cox

Schedule

On 5/31/2019

Evidence of Completion

Purchase orders

Action Step 3 5

Provide a writing camp for fourth and fifth grade students.

Person Responsible

Cindy Brookes

Schedule

Weekly, from 1/7/2019 to 2/15/2019

Evidence of Completion

Data will be collected and analyzed to determine the effectiveness of the strategy.

Action Step 4 5

Provide Science Camp for 5th Grade Students.

Person Responsible

Colletta Hochberg

Schedule

Daily, from 4/9/2019 to 4/19/2019

Evidence of Completion

Data will be collected and analyzed to determine the effectiveness of the strategy.

Action Step 5 5

Provide materials for teachers to use for Science achievement.

Person Responsible

D'Jion Jackson

Schedule

Annually, from 9/10/2018 to 5/30/2019

Evidence of Completion

Data will be collected and analyzed to determine the effectiveness of this strategy.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative classroom observations will be used to monitor the fidelity of implementation.

Person Responsible

D'Jion Jackson

Schedule

Monthly, from 9/4/2018 to 5/6/2019

Evidence of Completion

Monthly observation forms will be utilized.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

iReady Diagnostics will measure student progress toward Florida Standards.

Person Responsible

Jane Cox

Schedule

Triannually, from 8/21/2017 to 5/11/2018

Evidence of Completion

Data charts will be used to demonstrate effectiveness of the instruction.

G1.B3.S2 Provide teachers with additional planning time to plan collaboratively. 4

S288032

Strategy Rationale

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Action Step 1 5

Teachers will collaboratively plan for all students by ensuring that lessons and unit plans are aligned with established content standards identified by the St. Lucie Public Schools.

Person Responsible

D'Jion Jackson

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

St. Lucie District teacher evaluation system will be used to monitor implementation.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Grade chairs will provide administration with the Collaborative Planning Sheet weekly.

Person Responsible

Jane Cox

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Collaborative Planning Sheet

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will use classroom observation to monitor and support the effectiveness of implementation.

Person Responsible

Juanita Wright

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Administration will use observation report to monitor teachers effectiveness.

G1.B3.S3 School administrators will ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. 4

S288033

Strategy Rationale

All students need to make learning gains.

Action Step 1 5

Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teacher planning.

Person Responsible

Juanita Wright

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Weekly collaborative planning sheets will be collected to demonstrate completion of the collaborative planning.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Staff will complete the collaborative planning sheet and the administration will support and monitor implementation.

Person Responsible

Jane Cox

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administration will collect and monitor implementations through classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Administration will observe implementation while observing teachers collaboratively working together to meet student's needs.

Person Responsible

Jane Cox

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations, weekly collaborative planning sheets and lesson plans will be used to monitor this activity.

G2. All stakeholders will deliver Standards-based instruction to effectively improve student achievement. 1

G100871

G2.B1 Florida Standards have changed and teachers must align curriculum and assessments to the standards. 2

B272018

G2.B1.S1 Teachers collaborate four times during the week to align their curriculum and assessments to the Florida Standards. 4

S288034

Strategy Rationale

Students need to be proficient and knowledgeable of the Florida Standards to meet grade level expectations on the Florida State Assessment.

Action Step 1 5

Teachers will collaboratively plan to align the curriculum and assessments to the Florida Standards.

Person Responsible

D'Jion Jackson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Collaborative Planning Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will conduct informal and formal observations.

Person Responsible

D'Jion Jackson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

St. Lucie District teacher evaluation system will be used to monitor implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will review lesson plans.

Person Responsible

D'Jion Jackson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The lesson plans are collected electronically each week.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Assessment data will be reviewed and analyzed to determine effectiveness.

Person Responsible

Jane Cox

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Weekly grade level meetings and data chats.

G2.B1.S2 Teachers will attend professional development to broaden their knowledge of Quality Teaching and Learning. 4

S288035

Strategy Rationale

Working together to Increase student achievement through quality teaching and learning.

Action Step 1 5

Teachers will join a learning community to further their knowledge of Quality Teaching and Learning.

Person Responsible

Jane Cox

Schedule

Weekly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Attendance sheets will be utilized and evidence will be collected through classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will attend and participate in teacher led professional development.

Person Responsible

Jane Cox

Schedule

Weekly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Roster verification and evidence will be collected through classroom observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Attendance sheets will be utilized and St. Lucie District teacher evaluation system will be used to monitor implementation.

Person Responsible

D'Jion Jackson

Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

St. Lucie District teacher evaluation system will be used to monitor implementation.

G2.B1.S3 School administrators analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices 4

S288036

Strategy Rationale

Professional Development and Technical Assistance will be differentiated for each staff member as per their assessed needs.

Action Step 1 5

Regularly scheduled data checks/discussions will be conducted across school teams to identify ongoing professional development and technical assistance needs of staff.

Person Responsible

D'Jion Jackson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data sign-in sheets and minutes from the meetings will be used to demonstrate completion of this activity. Professional Development sign-in sheets will also demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will monitor and support the completion of the data chats and professional development.

Person Responsible

D'Jion Jackson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets and minutes from the meetings will be used to monitor fidelity of events. Sign-in sheets for the professional development will be used to monitor the fidelity of the professional development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Staff will complete an evaluation of the professional development.

Person Responsible

D'Jion Jackson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evaluations, sign-in sheets and minutes of the meetings will be used to determine if the plan was implemented with effectiveness.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. All stakeholders will deliver Standards-based instruction to effectively improve student achievement.

G2.B1 Florida Standards have changed and teachers must align curriculum and assessments to the standards.

G2.B1.S2 Teachers will attend professional development to broaden their knowledge of Quality Teaching and Learning.

PD Opportunity 1

Teachers will join a learning community to further their knowledge of Quality Teaching and Learning.

Facilitator

Jane Cox

Participants

All teachers

Schedule

Weekly, from 11/5/2018 to 5/31/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. All stakeholders will deliver Standards-based instruction to effectively improve student achievement.

G2.B1 Florida Standards have changed and teachers must align curriculum and assessments to the standards.

G2.B1.S3 School administrators analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices

TA Opportunity 1

Regularly scheduled data checks/discussions will be conducted across school teams to identify ongoing professional development and technical assistance needs of staff.

Facilitator

Ms. Miesha Adams

Participants

Frances K. Sweet Staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VII. Budget

1	**G1.B3.S1.A1**	**After School tutoring will be provided for student in grade 3 - 5.**				**$20,436.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0081 - Frances K. Sweet Elem. School	Title I, Part A		$20,436.00
2	**G1.B3.S1.A2**	**Purchase materials to support student achievement.**				**$12,768.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	510-Supplies	0081 - Frances K. Sweet Elem. School	Title I, Part A		$12,768.00
3	**G1.B3.S1.A3**	**Provide a writing camp for fourth and fifth grade students.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0081 - Frances K. Sweet Elem. School	Title I, Part A		$5,000.00
4	**G1.B3.S1.A4**	**Provide Science Camp for 5th Grade Students.**				**$5,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0081 - Frances K. Sweet Elem. School	Title, I Part A		$5,000.00
5	**G1.B3.S1.A5**	**Provide materials for teachers to use for Science achievement.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0081 - Frances K. Sweet Elem. School			$0.00
	5100	500-Materials and Supplies	0081 - Frances K. Sweet Elem. School	Title, I Part A		$0.00
6	**G1.B3.S2.A1**	**Teachers will collaboratively plan for all students by ensuring that lessons and unit plans are aligned with established content standards identified by the St. Lucie Public Schools.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	140-Substitute Teachers	0081 - Frances K. Sweet Elem. School	Title I, Part A		$12,000.00
7	**G1.B3.S3.A1**	**Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teacher planning.**				**$0.00**
8	**G2.B1.S1.A1**	**Teachers will collaboratively plan to align the curriculum and assessments to the Florida Standards.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0081 - Frances K. Sweet Elem. School	Title I, Part A		$12,000.00
9	**G2.B1.S2.A1**	**Teachers will join a learning community to further their knowledge of Quality Teaching and Learning.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	500-Materials and Supplies	0081 - Frances K. Sweet Elem. School	Title I, Part A		$5,000.00
10	**G2.B1.S3.A1**	**Regularly scheduled data checks/discussions will be conducted across school teams to identify ongoing professional development and technical assistance needs of staff.**				**$0.00**
					Total:	**$72,204.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2019			
G1.B3.S1.MA1 M427379	iReady Diagnostics will measure student progress toward Florida Standards.	Cox, Jane	8/21/2017	Data charts will be used to demonstrate effectiveness of the instruction.	5/11/2018 triannually
G2.B1.S1.MA1 M427386	Assessment data will be reviewed and analyzed to determine effectiveness.	Cox, Jane	8/28/2017	Weekly grade level meetings and data chats.	6/1/2018 biweekly
G2.B1.S1.MA1 M427387	Administration will conduct informal and formal observations.	Jackson, D'Jion	8/14/2017	St. Lucie District teacher evaluation system will be used to monitor implementation.	6/1/2018 quarterly
G2.B1.S1.MA2 M427388	Administration will review lesson plans.	Jackson, D'Jion	8/14/2017	The lesson plans are collected electronically each week.	6/1/2018 weekly
G2.B1.S1.A1 A390744	Teachers will collaboratively plan to align the curriculum and assessments to the Florida Standards.	Jackson, D'Jion	8/14/2017	Collaborative Planning Sheet	6/1/2018 weekly
G1.B3.S3.MA1 M427383	Administration will observe implementation while observing teachers collaboratively working...	Cox, Jane	8/14/2017	Classroom observations, weekly collaborative planning sheets and lesson plans will be used to monitor this activity.	6/1/2018 monthly
G1.B3.S3.MA1 M427384	Staff will complete the collaborative planning sheet and the administration will support and...	Cox, Jane	8/14/2017	Administration will collect and monitor implementations through classroom observations.	6/1/2018 weekly
G1.B3.S3.A1 A390743	Administrators ensure that teacher duty assignments are distributed across all staff, allowing time...	Wright, Juanita	8/14/2017	Weekly collaborative planning sheets will be collected to demonstrate completion of the collaborative planning.	6/1/2018 weekly
G2.B1.S3.MA1 M427391	Staff will complete an evaluation of the professional development.	Jackson, D'Jion	8/14/2017	Evaluations, sign-in sheets and minutes of the meetings will be used to determine if the plan was implemented with effectiveness.	6/1/2018 quarterly
G2.B1.S3.MA1 M427392	Administration will monitor and support the completion of the data chats and professional...	Jackson, D'Jion	8/14/2017	Sign-in sheets and minutes from the meetings will be used to monitor fidelity of events. Sign-in sheets for the professional development will be used to monitor the fidelity of the professional development.	6/1/2018 quarterly
G2.B1.S3.A1 A390746	Regularly scheduled data checks/ discussions will be conducted across school teams to identify...	Jackson, D'Jion	8/14/2017	Data sign-in sheets and minutes from the meetings will be used to demonstrate completion of this activity. Professional Development sign-in sheets will also demonstrate completion of this activity.	6/1/2018 quarterly
G1.B3.S1.A3 A390739	Provide a writing camp for fourth and fifth grade students.	Brookes, Cindy	1/7/2019	Data will be collected and analyzed to determine the effectiveness of the strategy.	2/15/2019 weekly
G1.B3.S1.A1 A390737	After School tutoring will be provided for student in grade 3 - 5.	Jackson, D'Jion	10/1/2018	Attendance sheets will be utilized.	3/1/2019 biweekly
G1.B3.S1.A4 A390740	Provide Science Camp for 5th Grade Students.	Hochberg, Colletta	4/9/2019	Data will be collected and analyzed to determine the effectiveness of the strategy.	4/19/2019 daily
G1.B3.S1.MA1 M427380	Administrative classroom observations will be used to monitor the fidelity of implementation.	Jackson, D'Jion	9/4/2018	Monthly observation forms will be utilized.	5/6/2019 monthly
G1.B3.S1.A5 A390741	Provide materials for teachers to use for Science achievement.	Jackson, D'Jion	9/10/2018	Data will be collected and analyzed to determine the effectiveness of this strategy.	5/30/2019 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M427385	District assessments will be collected and reviewed throughout the year.	Cox, Jane	8/27/2018	District assessments will be used to measure effectiveness of instruction.	5/31/2019 every-3-weeks
G2.MA1 M427393	Student achievement will be reflected by data collected.	Jackson, D'Jion	9/25/2018	St. Lucie unit assessments, iReady Diagnostic assessments and the FSA.	5/31/2019 biweekly
G1.B3.S1.A2 A390738	Purchase materials to support student achievement.	Cox, Jane	8/28/2018	Purchase orders	5/31/2019 one-time
G1.B3.S2.MA1 M427381	Administration will use classroom observation to monitor and support the effectiveness of...	Wright, Juanita	8/13/2018	Administration will use observation report to monitor teachers effectiveness.	5/31/2019 weekly
G1.B3.S2.MA1 M427382	Grade chairs will provide administration with the Collaborative Planning Sheet weekly.	Cox, Jane	8/13/2018	Collaborative Planning Sheet	5/31/2019 weekly
G1.B3.S2.A1 A390742	Teachers will collaboratively plan for all students by ensuring that lessons and unit plans are...	Jackson, D'Jion	8/13/2018	St. Lucie District teacher evaluation system will be used to monitor implementation.	5/31/2019 daily
G2.B1.S2.MA1 M427389	Attendance sheets will be utilized and St. Lucie District teacher evaluation system will be used to...	Jackson, D'Jion	11/5/2018	St. Lucie District teacher evaluation system will be used to monitor implementation.	5/31/2019 monthly
G2.B1.S2.MA1 M427390	Teachers will attend and participate in teacher led professional development.	Cox, Jane	11/5/2018	Roster verification and evidence will be collected through classroom observations.	5/31/2019 weekly
G2.B1.S2.A1 A390745	Teachers will join a learning community to further their knowledge of Quality Teaching and Learning.	Cox, Jane	11/5/2018	Attendance sheets will be utilized and evidence will be collected through classroom observations.	5/31/2019 weekly