

St. Lucie Public Schools

Chester A. Moore Elementary School



2021-22 Schoolwide Improvement Plan

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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: 8/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2020-21 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	2018-19: D (36%) 2017-18: D (36%) 2016-17: C (42%)
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	
* 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 10/12/2021.

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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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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. 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.

School Mission and Vision

Provide the school's mission statement.

Chester A. Moore Elementary is a positive learning environment where the whole child is engaged and inspired by 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

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.

Name	Position Title	Job Description
Jackson, Thelma	Principal	<ol style="list-style-type: none"> 1. Responsible for the total school program. 2. Establishes and maintains an effective learning climate. 3. Participates in the selection, evaluation and supervision of staff. 4. Establishes guides for proper student conduct and management. 5. Supervises the school's teaching process. 6. Plans, organizes, delegates and monitors the implementation of the school program. 7. Establishes and maintains favorable relationships with individuals to foster understanding and solicit support for school programs. 8. Discusses and resolves individual student problems. 9. Assumes responsibility for all official school correspondence. 10. Serves as a member of such committees and attends to such duties as the Superintendent shall direct. 11. Serves as an ex-officio member of all committees and organizations. 12. Keeps appropriate Executive Director informed of emergency situations of a serious nature. 13. Assumes responsibility for professional growth and development and participation in the affairs of professional organizations, attends appropriate meetings and conferences, and through enrollment in courses and seminars. 14. Performs such other tasks and assumes such other responsibilities as the Executive Director may assign.
Brome , Makeda	Assistant Principal	<ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal when the Principal is on leave or on function. 2. Assists in the development and monitoring of the instructional program. 3. Assists in the observation and/or evaluation of assigned staff and other school personnel. 4. Assists in the daily supervision of the school facilities and grounds for purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature related to the Principal's accountability. 6. Responds to written and oral requests for information. 7. Serves as a member of committees and attends meetings. 8. Purchases, receives, distributes and maintains inventory of school equipment, and furniture as needed for instructional and administrative purposes. 9. Maintains relationships with staff, students and parents. 10. Prepares and maintains required records and reports. 11. Assists in establishing guides for proper student conduct and management. 12. Discusses and resolves individual student problems. 13. Establishes and maintains favorable relationships with individuals to foster understanding and solicit support for school programs. 14. Assists in establishing and maintaining an effective learning climate. 15. Follow district policies and procedures related to human resources and other initiatives. 16. Performs other duties as designated by the Principal.
Kennedy, Alisha	Assistant Principal	<ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal when the Principal is on leave or on function. 2. Assists in the development and monitoring of the instructional program.

Name	Position Title	Job
		<ul style="list-style-type: none"> 3. Assists in the observation and/or evaluation of assigned school personnel. 4. Assists in the daily supervision of the school facilities purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an un related to the Principal's accountability. 6. Responds to written and oral requests for information 7. Serves as a member of committees and attends mee 8. Purchases, receives, distributes and maintains inven equipment, and furniture as needed for instructional and 9. Maintains relationships with staff, students and paren 10. Prepares and maintains required records and repor 11. Assists in establishing guides for proper student cor Discusses and resolves individual student problems. 12. Establishes and maintains favorable relationships w individuals to foster understanding and solicit support fo programs. 13. Assists in establishing and maintaining an effective 14. Follow district policies and procedures related to hu initiatives. 15. Performs other duties as designated by the Principa

Demographic Information

Principal start date

Monday 8/2/2021, Thelma Jackson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective student assessments.

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. Note: student assessments.

2

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

429

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1
Number of students enrolled	62	9
Attendance below 90 percent	26	5
One or more suspensions	3	2
Course failure in ELA	0	0
Course failure in Math	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0
Level 1 on 2019 statewide FSA Math assessment	0	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	3
Retained Students: Current Year	0	0	0	0
Students retained two or more times	0	0	0	0

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - As Reported

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

Indicator	K	1	2
Number of students enrolled	50	92	83
Attendance below 90 percent	8	47	46
One or more suspensions	0	0	11
Course failure in ELA	0	0	0
Course failure in Math	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0

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

Indicator	K	1	2	3
Students with two or more indicators	0	0	10	15

The number of students identified as retainees:

Indicator	K	1	2	3
Retained Students: Current Year	0	0	0	0
Students retained two or more times	0	0	0	0

2020-21 - Updated

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

Indicator	K	1	2
Number of students enrolled	50	92	83
Attendance below 90 percent	8	47	46
One or more suspensions	0	0	11
Course failure in ELA	0	0	0
Course failure in Math	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0

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

Indicator	K	1	2	3
Students with two or more indicators	0	0	10	15

The number of students identified as retainees:

Indicator	K	1	2	3
Retained Students: Current Year	0	0	0	0
Students retained two or more times	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary schools).

School Grade Component	2021			School
	School	District	State	
ELA Achievement				2

School Grade Component	2021			Sc
	School	District	State	
ELA Learning Gains				4
ELA Lowest 25th Percentile				6
Math Achievement				2
Math Learning Gains				2
Math Lowest 25th Percentile				4
Science Achievement				2
Social Studies Achievement				

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	
03	2021			
	2019	28%	50%	
Cohort Comparison				
04	2021			
	2019	23%	51%	
Cohort Comparison		-28%		
05	2021			
	2019	12%	48%	
Cohort Comparison		-23%		
06	2021			
	2019			
Cohort Comparison		-12%		
07	2021			
	2019			
Cohort Comparison		0%		
08	2021			
	2019			
Cohort Comparison		0%		

MATH				
Grade	Year	School	District	
03	2021			
	2019	36%	55%	
Cohort Comparison				
04	2021			
	2019	25%	54%	
Cohort Comparison		-36%		
05	2021			
	2019	7%	47%	
Cohort Comparison		-25%		
06	2021			

MATH

Grade	Year	School	District
	2019		
Cohort Comparison		-7%	
07	2021		
	2019		
Cohort Comparison		0%	
08	2021		
	2019		
Cohort Comparison		0%	

SCIENCE

Grade	Year	School	District
05	2021		
	2019	23%	46%
Cohort Comparison			
08	2021		
	2019		
Cohort Comparison		-23%	

BIOLOGY EOC

Year	School	District
2021		
2019		

CIVICS EOC

Year	School	District
2021		
2019		

HISTORY EOC

Year	School	District
2021		
2019		

ALGEBRA EOC

Year	School	District
2021		
2019		

GEOMETRY EOC			
Year	School	District	
2021			
2019			

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5 utilize i-Ready Math and Reading Diagnostics
 Grade 5 utilizes Science Post Test

			Grade 1
English Language Arts	Number/% Proficiency		Fall
	All Students		21
	Economically Disadvantaged		23
	Students With Disabilities		13
	English Language Learners		0
Mathematics	Number/% Proficiency		Fall
	All Students		10
	Economically Disadvantaged		11
	Students With Disabilities		0
	English Language Learners		12
			Grade 2
English Language Arts	Number/% Proficiency		Fall
	All Students		44
	Economically Disadvantaged		42
	Students With Disabilities		9
	English Language Learners		56
Mathematics	Number/% Proficiency		Fall
	All Students		45
	Economically Disadvantaged		45
	Students With Disabilities		10
	English Language Learners		44

Grade 3		
	Number/% Proficiency	Fall
English Language Arts	All Students	36
	Economically Disadvantaged	38
	Students With Disabilities	13
	English Language Learners	23
	Number/% Proficiency	Fall
Mathematics	All Students	39
	Economically Disadvantaged	40
	Students With Disabilities	29
	English Language Learners	25
Grade 4		
	Number/% Proficiency	Fall
English Language Arts	All Students	42
	Economically Disadvantaged	45
	Students With Disabilities	14
	English Language Learners	35
	Number/% Proficiency	Fall
Mathematics	All Students	51
	Economically Disadvantaged	51
	Students With Disabilities	27
	English Language Learners	54
Grade 5		
	Number/% Proficiency	Fall
English Language Arts	All Students	24
	Economically Disadvantaged	25
	Students With Disabilities	0
	English Language Learners	7
	Number/% Proficiency	Fall
Mathematics	All Students	52
	Economically Disadvantaged	54
	Students With Disabilities	20
	English Language Learners	36
	Number/% Proficiency	Fall
Science	All Students	29
	Economically Disadvantaged	32
	Students With Disabilities	0
	English Language Learners	13

Subgroup Data Review

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
2018 SCHOOL GRADE COMPONENTS BY						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%
SWD	5	38	52	10	27	41
ELL	13	48		38	50	70
BLK	16	32	51	25	36	37
HSP	31	49		46	53	70
FRL	20	38	59	30	41	43

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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%

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%

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 Subgroup Below 41% in the Current Year?

Number of Consecutive Years Multiracial 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 Students

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%

Analysis

Data Analysis

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

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

All subgroups and grade levels are struggling to meet ELA and math proficiency. The lowest performing subgroup is the lowest performing grade level in both ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and math proficiency are the data components demonstrating the greatest need for improvement.

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

Contributing factors include: deficits in teachers' knowledge and application of content pedagogy, standards-based instruction, and carry the cognitive load, ethical implementation of assessments, use of data to drive instruction and targeted interventions. Ongoing content and pedagogical professional development utilizing core curriculum (Benchmark Advance) and formative assessment program (daily, weekly and unit assessments), and weekly data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA proficiency, ELA Learning gains, and Math bottom quartile increased by four points demonstrating the most improvement.

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

Factors contributing to areas of improvement include: A focused approach to small group reading structures, a "crunch time" instructional plan to revisit standards previously taught to ensure student understanding of the content.

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

- (1) Implementation of a school-wide assessment and progress monitoring program.
- (2) Strategic assignment of master teachers, instructional coaches, ESE support, ESOL paraprofessionals, and interventionists to provide targeted instruction, implement social emotional and behavior supports and extended learning opportunities in STEM, and other areas of need.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development for teachers and leaders.

Core and supplemental curriculum instruction to include: Benchmark Advance, literacy routines, phonics, English Language Acquisition, and social emotional learning.

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

Administration, coaches and master teachers will lead school-based professional development and CLPs to b opportunities.

Part III: Planning for Improven

Areas of Focus:

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

Area of Focus Description and Rationale: Student achievement dropped considerably in math proficiency from 31% to 25% and 41% to both proficiency and learning gains and a 2% increase for bottom quartile student. This lack of curriculum, instruction, assessments, and resource alignment.

Measurable Outcome: 2021-22 schoolwide math targets are 33% proficiency, 50% learning gains, and 55% learning 50% learning gains, and 65% learning gains for bottom quartile.

Monitoring: Administration, instructional coaches and master teachers will facilitate, support and monitor t and summative assessment data, and strategic scheduling of resource and support staff.

Person responsible for monitoring outcome: Thelma Jackson (thelma.jackson@stlucieschools.org)

Evidence-based Strategy:

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 intervent

Rationale for Evidence-based Strategy:

1. Every student should have access to grade-appropriate assignments, strong instruction, de <https://opportunitymyth.tntp.org/>
2. Student learning is significantly improved when we increase content demands, teacher skill <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 pr https://www.researchgate.net/publication/237052348_The_Many_Faces_of_Collaborative_Pl
3. Effective implementation of progress monitoring assists in setting and achieving academic g <https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To monitor students prof>

Action Steps to Implement

1. Ensure the effective implementation of the district CLP program.
2. Collaborate with district 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 ensuri
6. Conduct weekly data chats during CLPs to inform instruction and target intervention.
7. Master Teachers (3 from UNISIG and 4 from SIG4) in every grade level to support and build teacher capacity. TH
8. STEM Resource Teachers to focus on Mathematics and Science instruction with students.

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

#2. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:	C.A. Moore has a high turnover rate whereby most teachers are retain
Measurable Outcome:	Increase the number of teachers who remain at C. A. Moore three or m
Monitoring:	Staff surveys and retention rates.
Person responsible for monitoring outcome:	Thelma Jackson (thelma.jackson@stlucieschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Provide incentive bonuses through district resources and federal gra 2. Create and maintain a positive school culture whereby teachers are 3. Ensure all teachers are provided access to administrative, resource
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Incentive pay to recruit to work at CAM 2. Culture is crucial to the make-up of the school their is a need for ne 3. Through observation teacher new to both teaching and CAM struggl

Action Steps to Implement

- 1a. Provide teachers with a bonus using a criterion established by the district
- 1b. Usage of VAM tool
- 1c. Advertising at job fair, social media and Skyward
- 2a. Providing meaningful professional development/mentorship
- 2b. Sunshine Club
- 2c. Staff SEL
- 3a. Establish ongoing open communication
- 3b. NEST(New Teacher Support Team)
- 3c. Mentee needs assessment

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

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Analyzing I-Ready and Unit Assessment data it was observed that our subgroups were generally tr ELL, Black, White and ED.

- Measurable Outcome:** 1. All student subgroups will meet or exceed 41% proficiency.
- Monitoring:** 1. Subgroup performance will be monitored via daily, weekly and unit assessments.
2. Ensure fidelity of implementation of resource and support staff schedules.
3. Adjust interventions as determined by student performance.

Person responsible for monitoring outcome: Thelma Jackson (thelma.jackson@stlucieschools.org)

- Evidence-based Strategy:** 1. Teachers are trained in use of phonics and core reading intervention materials.
2. ESE teachers participate in facilitative support training
3. ESOL paraprofessionals scheduling for ESOL paras and ESE teachers

Rationale for Evidence-based 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,an>

Action Steps to Implement

1. Clear and specific instructional daily schedules.
2. Standards-aligned curriculum, student tasks and assessments.
3. All students receive data-driven differentiated instruction during the literacy, ELA and Math blocks.
4. ESOL students receive English Language Development supports via direct individual and small group instruction of Imagine Learning for individualized paths of instruction.
5. ESE facilitative support teachers and the reading interventionist provide Tier 3 supports for targeted students. .

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

#4. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Analysis of teacher survey results, Panorama Student Survey data, student discipline data, and staff learning needs and discipline of our school. During the 2017-2018 school year, C. A. Moore saw a decrease in referrals. In the 2018-2019 school year, an increase in referrals was seen due to personnel changes. C.A. Moore implemented a conjunction with PBiS to account for staff changes and decrease referrals.

Measurable 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 increase by 25% as measured by the previous school year.
5. Student perception of sense of belonging and safety will increase by 25% as measured by the Panorama Student Survey in the current school year as compared to the previous year.

Monitoring:

Person responsible for monitoring outcome: Makeda Brome (makeda.brome@stlucieschools.org)

Evidence-based Strategy:

1. C. A. Moore will implement Single School Culture to refine expectations for the following: cafeteria behavior, hallway behavior, and classroom behavior.
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.
4. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. This will be supported by corresponding walk through tools.

Rationale for Evidence-based Strategy: Our students are lacking many of the basic life skills needed for success in school, at home and in the community. The strategy used to reduce discipline concerns, increase attendance and develop positive learning communities is based on the successful implementation of like schools in the district. The number of office discipline referrals is based on the successful implementation of like schools in the district. The strategy is based on norming expectations and consequences for students.

Action Steps to Implement

1. Provide professional development and follow up coaching by the SEL Department
2. Consultation with Dr. Adler, author of Single School Culture
3. Creation of Single School Culture scripts for identified areas
4. Faculty and staff training on single school culture scripts and implementation
5. Data collection and monitoring
6. Addition of focus areas based on data
7. Implementation of incentives and consequences

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

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Grades 3, 4, and 5 are below 50% for proficiency in ELA. 3rd Grade 18% 4th Grade 12% 5th Grade 26%
Measurable Outcome:	By the end of 2022, 51% students in grade (identify grade 3,4,5) will show proficiency in ELA.
Monitoring:	This area of focus will be monitored using Unit assessments, i-Ready Diagnostics and Growth monitoring.
Person responsible for monitoring outcome:	Thelma Jackson (thelma.jackson@stlucieschools.org)
Evidence-based Strategy:	<ul style="list-style-type: none"> - Tier 2 interventions with fidelity in all grades (K -5) with special attention directed to our K – 2 - Use Benchmark Advanced System for whole group and tiered intervention, i-Ready for differentiated - Utilize school-based coaching support in collaborative planning and classroom implementation - Focus on strong CLPs creating standards-based lessons
Rationale for Evidence-based Strategy:	Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction differentiated small group instruction. Coaching support for collaborative planning and classroom Reading endorsed teacher with experience in providing tiered intervention and tracking student

Action Steps to Implement

Monitor implementation and effectiveness of standards-based instruction for whole group, and small group – using

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

Monitor implementation and effectiveness of standards-based instruction for Tier 2 and Tier 3 intervention.

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

Provide school-based coaching support in collaborative planning and classroom feedback.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state at the upcoming school year. Include how the school culture and environment will be monitored through the lens of

According to the SafeSchoolsforAlex report, CAM ranked very high for violent incidents at 2.2 compared very high reflecting 59 suspensions 55 statewide. The school culture is improving significantly each as r The school culture and environment will be monitored through a school-wide SEL plan that is supported supports, strategies and staff to work with individual students to improve their school experience, self-m

Part IV: Positive Culture & Environment

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 school improvement strategies that impact the positive school culture and environment are critical students, and families of students, volunteers, and school board members. Broad stakeholder universities, social services, and business Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholders values, goals, and employing school improvement

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 School where teachers are voted upon to receive an apple trophy and lunch, promote use of district and local agencies to provide newsletter which recognizing staff accomplishments, and community/business partnerships with the Boys & Girls Club

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	
	Function	Object	Budget Focus
	5100	510-Supplies	0111 - Chester A. Moore Elementary School <i>Notes: J & J Science Bootcamp science materials and lessons help students comprehend the concepts related to the Next grade teachers to supplement science instruction in the classroom</i>
	5100	510-Supplies	0111 - Chester A. Moore Elementary School <i>Notes: Study Island Study Island offers programming explicit (NGSS). It provides students an engaging platform from which proven academic support through practice, immediate feedback</i>
	5100	510-Supplies	0111 - Chester A. Moore Elementary School <i>Notes: Science Lab Supplies Frog Life Cycle Animal Kingdom Leaves/Seeds Mounts Genderless Human Torso 5 Senses Hydrogen Peroxide - 500 ml Sodium Borate @ 4.95 Corn Starch Gloves - medium Powdered Latex PPE Gloves - Small Over cylinders Liquid measure kit Dispensing bottles @ 2.50 each balance Platform Scale Spring scale Weight set Sieve kit Chain game Prey identification charts Rain Gauge Giant Thermometer Laminated cloud charts Sedimentator Large Compass Ignition Planet Poster Moon phases poster Inflatable Solar System Friction Apparatus Friction Block and surface set Inertia App beads Wind Power Demonstrator Harbottle Airzooka 12-Cup melting set Giant water prism Lens and prisms set Mirrors @ 29.95 each Tuning fork activator @ 2.95 each Energy ball @ 3.20 magnets Floating magnetic rings @ 3.20 each Dowling blocks Funnel Funnel Magnetic plant life cycle Magnetic Butterfly life cycle POSTER SET Chef's Torch Butane Canisters Flower model North/South Magnet Marbles - 100 Count Alligator Lead Se</i>

	5100	510-Supplies	0111 - Chester A. Moore Elementary School
			<i>Notes: Science Weekly is a weekly periodical for 5th grade questions that push students to explore.</i>
	5100	510-Supplies	0111 - Chester A. Moore Elementary School
			<i>Notes: Top Score - after school tutoring curriculum Identified programs. Top Score will be the curriculum used in the after</i>
	5100	120-Classroom Teachers	0111 - Chester A. Moore Elementary School
			<i>Notes: 11th Month for Master Teacher Salary (3 x \$9,000). leadership to newer teachers.</i>
	5100	120-Classroom Teachers	0111 - Chester A. Moore Elementary School
			<i>Notes: Salary for a STEM Resource Teacher to focus on m</i>
	5100	210-Retirement	0111 - Chester A. Moore Elementary School
			<i>Notes: Retirement at 10.82% for STEM Resource Teacher</i>
	5100	220-Social Security	0111 - Chester A. Moore Elementary School
			<i>Notes: FICA at 7.65% for STEM Resource Teacher (\$3600)</i>
	5100	230-Group Insurance	0111 - Chester A. Moore Elementary School
			<i>Notes: Medical Insurance @ \$7,750 for STEM Resource T</i>
	5100	240-Workers Compensation	0111 - Chester A. Moore Elementary School
			<i>Notes: Workers Compensation @\$1,200 for STEM Resourc</i>
	6400	130-Other Certified Instructional Personnel	0111 - Chester A. Moore Elementary School
			<i>Notes: Instructional Coach Salary for a certified teacher to p</i>
	6400	210-Retirement	0111 - Chester A. Moore Elementary School
			<i>Notes: Retirement at 10.82% for Instructional Coach (\$583</i>
	6400	220-Social Security	0111 - Chester A. Moore Elementary School
			<i>Notes: FICA at 7.65% for Instructional Coach (\$4136)</i>
	6400	230-Group Insurance	0111 - Chester A. Moore Elementary School
			<i>Notes: Medical Insurance Benefits @ \$7750 for Instructional</i>
	6400	240-Workers Compensation	0111 - Chester A. Moore Elementary School
			<i>Notes: Workers Compensation at \$1,200 for Instructional C</i>
2	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	
	Function	Object	Budget Focus
	5100	510-Supplies	0111 - Chester A. Moore Elementary School
			<i>Notes: Language Power Program A-C for Grades K-5. Spe development resource anchored by level-appropriate text s</i>
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	
5	III.A.	Areas of Focus: Instructional Practice: ELA	