

St. Lucie Public Schools

Floresta Elementary School



2022-23 Schoolwide Improvement Plan

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Floresta Elementary School

1501 SE FLORESTA DR, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/flo/>

Demographics

Principal: Traci Wilke

Start Date for this Principal: 6/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (55%) 2017-18: C (51%)
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	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://www.stlucie.k12.fl.us/flo/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">78%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">67%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Floresta Elementary is to facilitate the learning and growth of all students academically , socially, and emotionally. As a collaborative unit, educators provide educational instruction that will lead to the advancement of all students, despite disability, socio-economic hardships or low readiness for learning. We are committed to fostering an environment where students feel safe to share concerns and problem solve through areas of concern for the classroom. Using the Sanford Harmony curriculum, we are teaching appropriate social/emotional skills that will help to benefit students in school and in the community. Student have the opportunity to practice skills learned through the social emotional curriculum in real world settings.

Provide the school's vision statement.

All students will leave Floresta with mastery of all subject area skills so they are equipped to succeed in their future endeavors. Floresta stakeholders encouraged to actively participate in our school, both formally and informally.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Wilke, Traci	Principal	Lead School
Cox, Jane	Assistant Principal	assist the principal in leading the school
Lindh, Valerie	Math Coach	
Torresson, Amanda	Instructional Coach	

Demographic Information

Principal start date

Saturday 6/11/2022, Traci Wilke

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

656

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

3

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	100	102	107	112	143	0	0	0	0	0	0	0	668
Attendance below 90 percent	36	40	41	39	32	45	0	0	0	0	0	0	0	233
One or more suspensions	2	1	1	4	12	7	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	12	1	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	32	33	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	30	42	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	5	8	5	2	6	0	0	0	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	3	24	35	36	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	3	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/23/2022

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	
Number of students enrolled	89	100	96	95	136	110	0	0	0	0	0	0	0	626
Attendance below 90 percent	23	28	21	24	35	26	0	0	0	0	0	0	0	157
One or more suspensions	0	1	2	5	1	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	12	13	2	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	19	14	6	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	40	26	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	41	22	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	1	1	1	8	1	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	25	29	24	132	152	90	0	0	0	0	0	0	0	452

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	
Number of students enrolled	89	100	96	95	136	110	0	0	0	0	0	0	0	626
Attendance below 90 percent	23	28	21	24	35	26	0	0	0	0	0	0	0	157
One or more suspensions	0	1	2	5	1	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	12	13	2	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	19	14	6	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	40	26	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	41	22	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	1	1	1	8	1	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	25	29	24	132	152	90	0	0	0	0	0	0	0	452

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	46%	56%				57%	50%	57%
ELA Learning Gains	62%						63%	55%	58%
ELA Lowest 25th Percentile	50%						65%	54%	53%
Math Achievement	54%	43%	50%				63%	53%	63%
Math Learning Gains	66%						53%	50%	62%
Math Lowest 25th Percentile	60%						35%	42%	51%
Science Achievement	43%	50%	59%				52%	46%	53%

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 data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	50%	6%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison		-56%				
05	2022					
	2019	64%	48%	16%	56%	8%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	55%	14%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	66%	54%	12%	64%	2%
Cohort Comparison		-69%				
05	2022					
	2019	51%	47%	4%	60%	-9%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	46%	6%	53%	-1%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	33	29	22	40	33					
ELL	24	45	41	29	63	73	22				
BLK	30	49	46	34	50	46	29				
HSP	43	61	59	48	70	72	36				
MUL	61	44		65	65		50				
WHT	67	76		70	74		60				
FRL	47	58	48	50	65	61	39				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	41	45	27	35	42	8				
ELL	25	68		34	53		40				
BLK	33	60		32	36		42				
HSP	46	65		44	46		58				
MUL	38	50		42	18		30				
WHT	55	45	45	58	36	30	43				
FRL	43	59	58	42	33	33	41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	47	31	47	53	25	21				
ELL	38	64	77	47	55	54	45				
BLK	50	51	31	47	37	14	38				
HSP	57	65	87	68	60	56	46				
MUL	54	71		65	57						
WHT	60	64	71	66	53	36	60				
FRL	53	61	64	59	46	35	48				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data component that showed the lowest performance was science achievement. The contributing factor of the low performance was the cohort of students lacked ELA proficiency (48% proficiency). Our students with disabilities are underperforming below the 41% Federal Index.

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

The data components that demonstrate the greatest need for improvement was ELA Achievement (50%) and ELA Lowest Quartile (50%). The data components also show science achievement needs improvement. (43%)

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

The contributing factors to this need for improvement was poor attendance, quarantined students which left skill gaps in the core foundations of English Language Arts. Another contributing factor is an inconsistent implementation of small group-differentiated instruction.

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

The data components that showed the most improvement was Math Learning Gains from 37% to 66% and Math Learning Gains for the Lowest 25th Percentile students from 36% to 60%.

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

The contributing factors for this improvement in this area was coaching, small group instruction, Collaborative Learning & Planning sessions and Quality Instruction. Tutoring was also offered to students in the areas of reading and math. We also were able to have an interventionist and instructional coach to provide support to the teachers.

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

The strategies will be ELA and Math Modeling, literacy rounds, additional small group instruction and Collaborative Learning & Planning sessions. Additional support, such as interventionist and instructional coaches are also critical to accelerate learning this school year.

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

The opportunities will be provided at the school to support teacher ad leaders are Collaborative Learning & Planning and providing a Literacy and Math coach to assist the teachers in planning of quality instruction. The Literacy and Math coach will provide feedback on lesson implementation.

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

The additional services that will be implemented to ensure sustainability of improvement is to keep the Literacy Coach, Math Coach, Reading Interventionist, Math Interventionist and teachers assistants. The additional personnel will ensure that improvements continue.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus

Description and Rationale: Collaborative Planning opportunities will provide time to deepen teachers' understanding of the content standards, plan standards-based instruction based on the needs of the individual students, and provide student engagement through sharing of interests, strengths, and background knowledge. Through collaborative planning, teachers will be able to share their interests, strengths, and background knowledge, and foster cooperative learning strategies. The Literacy Coach and the Math Coach will support these sessions. Collaboration among the leadership and grade-level teams will foster positive relationships and enhance student achievement.

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

According to the 2021-2022 FSA Data:
 50% of students scored proficient in ELA
 62% of students made ELA Learning Gains
 50% of BQ Students made ELA Learning Gains
 54% of students scored proficient in Math
 66% of students made Math Learning Gains
 60% of BQ students made Math Learning Gains

By Spring of 2023, 55% of our students will be proficient in ELA and 60% of our students will be proficient in Math.

From August 2022 – April 2023, students will participate in district and state-wide assessments aligned to the B.E.S.T. standards. The assessment data will show that 55% of students proficient in ELA and 60% proficient in Math.

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

A Collaborative Planning Scheduled will be developed to ensure that ELA and Math planning sessions are held 3-4 times per week. All teachers will be expected to actively participate in the planning sessions and the leadership team will also attend some planning sessions. CLP sessions will be supported by the Instructional Coaches and facilitated by the grade level leader. Meeting agendas will be monitored by the Leadership Team. Administration will also review the lesson plans. Weekly classroom walk-throughs will be conducted by the Leadership Team to ensure that students are engaged in standards-aligned learning tasks.

Person responsible for monitoring outcome:

Traci Wilke (traci.wilke@stlucieschools.org)

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

Collaborative Planning will be facilitated by the grade level leader and supported by coaches. Together we will focus on academic standards and the delivery of standards-based instruction. We will plan Standards-based instruction and design opportunities for students to interact with grade-level new knowledge and deepen their understanding. Throughout the CLP Process, there will be checkpoints. The Leadership Team will monitor to ensure that the CLP meets the needs of the teachers. We will review CLP Process to ensure that we are building capacity within the grade group. Unit Assessment Data will also be used to monitor the impact of the CLPs.

Rationale for Evidence-based

Collaborative Planning will be essential to building teachers' capacity and enhancing student achievement. Teachers need time to discuss and examine grade-level student

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

work. Teachers need time to work as a grade level team to examine standards, plan to provide Standards-based instruction, and provide instruction for ESSA sub-groups.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Floresta will sponsor a minimum of five Nights of Family Learning with at least 100 parents participating each event.

Grade level teams will cultivate trust and build on strengths and experience.

Grade level teams will develop expectations, Harmony goals, and assign roles.

Grade level teams will participate in CLP 3-4 times per week.

Grade level team leaders will facilitate the CLPs and Instructional Coaches will support the sessions.

Teachers will use quality materials and resources to plan standards-based lessons and deliver quality instruction for all students.

Instructional Coaches will monitor instruction, coach, and model for the teachers to ensure that rigorous, standards-based instruction is provided.

During CLPs, we will discuss the following questions:

What is it we want our students to learn?

How will we know if each student has learned it?

How will we respond when some students do not learn it?

How can we extend the learning for students who have demonstrated proficiency?

Person Responsible Traci Wilke (traci.wilke@stlucieschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science proficiency has been below the state average over the last three years, our Science proficiency rate was 44% compared to the state at 48%.

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

By May 2023, students will increase proficiency rate by 9% earning 52% proficiency on the Science Assessment.

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

The area of focus will be monitored for the desired outcome by increasing proficiency on District Unit Assessments and the Science Pre-Post Tests.

Person responsible for monitoring outcome:

Jane Cox (jane.cox@stlucieschools.org)

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

The evidence-based strategy to be implemented is hands on science experiments that are aligned to standards based instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is to build capacity with all students by creating opportunities for students to engage in hands on experiments and to deepen a student's knowledge by exploring multiple concepts through hands-on standards based learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Common grade level planning time to organize and develop standards based experiments.
2. Bi-monthly CLP with district support.
3. Additional CLP time after school and on early release days
4. Weekly Quality Instruction to review unit assessment data, common assessment data and next steps
5. Classroom Walkthroughs.
6. STEAM activity days on Early Dismissal Days.

Person Responsible

Jane Cox (jane.cox@stlucieschools.org)

#3. Positive Culture and Environment specifically relating to Parent and Family Engagement

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Research has shown that meaningful family engagement positively impacts youth outcomes across various domains including school climate and culture. Due to COVID, Parent and Family engagement activities have not occurred for the past two school years. Parents, teachers, staff and students have all expressed the need to focus on parent/family engagement this school year.

Measurable Outcome:

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

To strengthen our family-school connections by sponsoring parent outreach for at risk students, Nights of Family Learning activities and an after school academic tutoring and enrichment program.

Monitoring:

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

School counselors and administration will maintain a tracking form to monitor the outcomes for parent outreach activities. Attendance at events and the after-school programming will be documented. In addition, a survey following each family event to obtain parent feedback and suggestions for future activities. School climate survey results will also be monitored.

Person responsible for monitoring outcome:

Traci Wilke (traci.wilke@stlucieschools.org)

School Parent & Family Engagement Liaison(s) will be utilized to create a comprehensive Parent and Family Engagement Plan and will be responsible for the following:

- Assist PFE team with organizing school level PFE outlined on PFEP
- Collaborates with PFE team to build capacity with teachers and staff to strengthen school family partnerships.
- Collaborate with grade level teams
- Facilitate capacity building training at faculty meetings or afterschool.
- Assist with preparing and implementing the school level Parent & Family Engagement Plan.
- Assist with revising the School-Parent Compact.
- Assist in evaluating PFE activities.
- Collect PFE compliance documentation

Evidence-based Strategy:

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

A Parent and Family Engagement Plan coordinated by PFEP coordinators promotes a focused approach for planning and implementing family engagement activities based on family needs and input. This focused approach will ensure meaningful activities to increase parent involvement as well as student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used

for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify a parent and family engagement (PFE) liaison. The PFE Liaison will receive specialized training to be delivered to faculty/staff to build capacity with strengthening school – family partnerships. The PFE liaison will coordinate family engagement activities.
2. Develop a comprehensive Parent and Family Engagement Plan (PFEP)
3. Schedule and facilitate a minimum of 5 PFE activities.
4. Provide opportunities to provide feedback and suggestions for meaningful family engagement events that foster the home-school connection and student achievement.
5. Facilitate an after school academic tutoring and enrichment program. The tutoring program will include reading, math and science.
6. School counselors and administration will identify at risk students and create support plans for the students and families as appropriate.

Person Responsible Traci Wilke (traci.wilke@stlucieschools.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Instructional practice specifically relating to math will focus on supporting teachers with research-based practices that follow the B.E.S.T. Standards. According to the 2022 FSA Data 56% of our students are performing below grade level in mathematics. This is our first year implementing the BEST Mathematics Standards. Teachers are learning how to use the new math curriculum to support the delivery of standards-aligned instruction.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021 FSA Data,

Measurable Outcome: 54% of students scored proficient in Math

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. 66% of students made Math learning gains

60% of BQ students made Math learning gains
By Spring 2023, 60% of our students will be proficient in Math.
From August 2022- April 2023, students will participate in district and statewide assessments aligned to the BEST Mathematics Standards. The assessment data in Math will show 60% of students performing proficiently.

Teacher observational data is correlated to student achievement data.

Monitoring: Administration and Instructional Coaches will:

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

- #1 Observe instruction and provide teacher feedback
- #2 Monitor i-Ready Data, FAST PM1/PM2, and district cumulative assessments and student CFUs
- #3 Attend CLP and closely examine how the CLP impacts student achievement

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers will collaborate to strategically deliver standards- Math instruction. Lessons, discussions, activities, and tasks must reflect the full intent of the grade-level math benchmark. Teachers will Implement the 5-E structure as designed in the math routine. To plan standards-aligned instruction, teachers, coaches, and administration will work collaboratively to implement student-centered mathematics instruction.

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

Rationale for Evidence-based Strategy: Teachers who incorporate the 5E Model into their classrooms help students build a strong foundation of knowledge through active participation.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will collaboratively plan Standards-based lessons and instruction
2. Math Coach will support the facilitation of collaborative planning.
3. The leadership team will conduct data chats.
4. The leadership team will monitor, cumulative assessment, progress monitoring, and i-Ready data.
5. The leadership team will provide teachers with feedback.
6. Teachers' assistants will be used in K-1 classrooms to monitor and support the progress of students as they acquire procedural fluency with basic arithmetic facts.
7. Math interventionist will work with tier-2 and tier-3 students in a small group setting to close learning gaps and work towards proficiency.
8. Teachers will check for understanding and diagnose students' learning needs/ difficulties throughout instruction.
9. Administration will monitor instruction.
10. The math coach will monitor instruction, coach, and model for the teachers to ensure that rigorous, standards-based instruction is being provided.

Person Responsible Traci Wilke (traci.wilke@stlucieschools.org)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we increase students' writing proficiency, we will increase their overall literacy achievement as assessed by the Writing Field Test (state assessment).

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

According to the 2021 FSA, Text-based Writing Scores reflected that 38% of students did not score proficiency.
By Spring 2023, 67% of students will be proficient.

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

Teacher observational data is correlated to student achievement data. The Leadership Team will:
#1 Observe instruction and provide teacher feedback
#2 Collect student writing data 3 times per year with common grading utilizing the BEST Rubrics.
#3 Literacy Coach will support teachers and monitor progress with supplemental materials.

Person responsible for monitoring outcome:

Amanda Torresson (amanda.torresson@stlucieschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction. Within Benchmark Advanced is a writing component that is paced per unit that allows modeling, teacher think-alouds, student thinking time, and student writing. Top Score Writing used as supplemental material has been proven to increase state testing scores in neighboring schools and counties. Top Score Writing will help provide the structure of writing in addition to the Benchmark Advanced curriculum. Coaching support for collaborative planning and classroom feedback is part of our district literacy plan. Common grading and student exemplars will be determined during CLPs. Ongoing

implemented for this Area of Focus.

professional development following the B.E.S.T. writing standards and delivery of instruction will enhance overall student academic achievement.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Make writing instruction and support a priority across the curriculum •All staff will follow the recommendations of the School Literacy Team to use Top Score Writing in Grades 2-5 as supplemental writing material in addition to Benchmark Advanced. Students will participate in writing each day, using graphic organizers, focusing on conventions, outlines, and text-based writing strategies, and will place emphasis on grade-level vocabulary while writing. All students will participate in daily peer collaboration throughout the writing process. Teachers will instruct students on how to use the state B.E.S.T. writing rubrics so they can access their writing. Students will be able to determine writing goals based on the monitoring of their current writing levels based on the state B.E.S.T. writing rubrics. Writing skills for all our students will improve. Fourth and Fifth-grade students will meet intended writing benchmarks. The supplemental writing curriculum, Top Score, will be used with fidelity and monitored by the Leadership Team. Students will increase their writing proficiency which will enhance their reading proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will collaboratively plan standards-based lessons and instructions.
2. Staff will collectively score writing samples from the Dolphin Writes at least once per quarter to maintain consistency in scoring.
3. The leadership team will conduct data chats to progress monitor.
4. The leadership team will provide actionable feedback to teachers.
5. Embedded professional development from the supplemental Top Score curriculum will include discussion, implementation experiences, materials, and questions/concerns.
6. Teachers will check for student understanding and include peer reviews.
7. Grade-level teams will be provided with Literacy Coach support, monitoring, and feedback.

Person

Responsible

Amanda Torresson (amanda.torresson@stlucieschools.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The SWD subgroup was at 24%, below the prescribed 41%, based on the Federal Index.

Measurable Outcome:

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

Floresta's goal is to increase the percentage of proficiency for SWD to 42%.

Monitoring:

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

Based on iReady, Unit Assessment, and MTSS data(if applicable) we will target students to work in differentiated small groups, in addition to Tier 1 instruction

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Differentiated Small Group instruction can help to close gaps in learning for struggling student, which in turn helps to increase the number of proficient students in this subgroup

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated Small Group instruction can help to close gaps in learning for struggling student, which in turn helps to increase the number of proficient students in this subgroup

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continued professional development through PLC's on Small Group Instruction

Person Responsible

Traci Wilke (traci.wilke@stlucieschools.org)

2. The ELA Coach will work with teachers to determine appropriate grouping for the beginning of ELA groups

Person Responsible

Traci Wilke (traci.wilke@stlucieschools.org)

3. The ELA Coach will work with teachers during Collaborative Planning to plan appropriate small group instruction for student needs

Person Responsible

Traci Wilke (traci.wilke@stlucieschools.org)

4. Coaches, administration, and teachers will use walk through and assessment data to determine the effectiveness of small group instruction and to provide support to teachers, as needed

Person Responsible

Traci Wilke (traci.wilke@stlucieschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

St. Lucie Reading plan outlines the K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. This Routine is part of the uninterrupted 90 minute reading block. Benchmark Advance is used for whole group instruction and is on the state adoption list. Benchmark Advance, Heggerty will be used in K-1 classrooms for phonemic awareness; Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, Recommendation(s) #2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence. These recommendation(s) were built into the program by explicit teaching of phonemes and their connections to letters and sounds Professional development around the pedagogy connected to the components of Florida's Professional development around how the B.E.S.T. standards connect to the instructional routines, instructional materials, and pedagogy, will continue to take place in the 2022-23 school year. All students have access to instruction in the six components of reading. All students have access to the 4 different types of classroom assessments. This instruction will take place during core reading instruction. Based on the assessments, differentiation will occur. Tier 2, Tier 3 intervention will be differentiated based on student data. ESE and ELL students will have access to all components of instruction.

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

St. Lucie Reading plan outlines the K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. This Routine is part of the uninterrupted 90 minute reading block. Benchmark Advance is used for whole group instruction and is on the state adoption list. Professional development around the pedagogy connected to the components of Florida's Professional development around how the B.E.S.T. standards connect to the instructional routines, instructional materials, and pedagogy, will continue to take place in the 2022-23 school year. All students have access to instruction in the six components of reading. All students have access to the 4 different types of classroom assessments. This instruction will take place during core reading instruction. Based on the assessments, differentiation will occur. Tier 2, Tier 3 intervention will be differentiated based on student data. ESE and ELL students will have access to all components of instruction. Data is reviewed consistently and constantly to determine student needs. After each assessment,

diagnostic, formative, summative, data is reviewed for student performance. Students who perform in the lowest achievement levels are identified for tiered intervention referenced in the decision trees for tier 3 criteria. Root cause is determined for appropriate placement in intervention. Teacher teams meet with appropriate school-based personnel (coach, guidance counselor, administration) to form groups based on student needs and to determine the appropriate evidence-based intervention.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

According to our 2022 iReady ELA Data

77% of the Kindergarten Students scored on grade level and 23% scored below grade level.

52% of the First Grade Students scored on grade level and 48% scored below grade level.

53% of the Second Grade Students scored on grade level and 47% scored below grade level.

Grades 3-5: Measureable Outcome(s)

According to our 2022 FSA ELA Data:

47% of the Grade 3 students scored Level 3 or above and 53% or more scored below Level 3.

49% of the Grade 4 students scored Level 3 or above and 51% or more scored below Level 3.

48% of the Grade 5 students scored Level 3 or above and 52% or more scored below Level 3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teacher observational data is correlated to student achievement data. The Leadership Team will:

#1 Observe instruction and provide teacher feedback

#2 Monitor i-Ready, District, and State-wide Assessment Data

#3 Attend CLPs and closely examine how the CLPs impact student achievement

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilke, Traci, traci.wilke@stlucieschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will use formative assessment and unit assessment data to monitor students' mastery of content standards. We will use an instructional cycle to ensure that students are learning. We will track students' progress and design targeted small group instruction to meet the individual needs of each learner. A focus on Tier 2 interventions with fidelity in all grades (K -5) with special attention paid to our K – 2 classes (refer to Reading Matrix found in the approved SLPS Reading Plan). Classes will use Benchmark Advanced System and differentiated small group instruction for whole group. Use of LLI intervention for Tier 2 instruction. The instructional coaches will support CLPs and the implementation of the curriculum.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Use data to determine intervention strategies. The interventionists will design a schedule based on assessment data. In addition to the reading block, students who are reading below grade level will be assigned to a reading intervention group. Teachers will use supplemental LLI Reading Resources to improve their reading skills.

Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction. Coaching support for collaborative planning and classroom feedback is part of our district literacy plan. Our interventionist position is a Reading endorsed teacher with experience in providing tiered intervention and tracking student progress.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Set goals and track progress. Use i-Ready and Unit Assessment Data to monitor the learning and support students as they set reasonable goals.	
Students will set goals, track their progress, and reflect upon their work. Student-led conferences will be held 2 times per year.	
Organize students so that they interact with content. Group students so that they practice skills, strategies, and processes.	
Reteach and modify tasks to support the students.	Wilke, Traci, traci.wilke@stlucieschools.org
Support students as they examine their reasoning. Provide questions that prompt students to elaborate and think critically.	
Teachers will attend CLP 3-4 times per week. During planning, they will plan standards-based lessons/units and align these lessons to instructional resources. Teachers will use the instructional data to plan instruction that will close the achievement gap.	

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

At Floresta Elementary building a positive school culture and environment is essential. Time is allotted within our master schedule to ensure that daily instruction is provided in all classrooms. Teachers use the Powerpoint lessons and activities that have been developed by the St. Lucie Culture and Learning Environment Department.

We will use the monthly character themes to identify our monthly citizen of the month. We will recognize students for exhibiting positive character traits. We will review the monthly Culture and Learning Environment newsletter from the district and use the strategies listed within the newsletter. During Culture and Learning Environment Resource, students will learn about self-awareness, social awareness, responsible decision-making, relationship skills, and self management skills. Administration will observe instruction and provide feedback. During Collaborative Planning and staff meetings. Administration will seek feedback, suggestions, and ideas from all faculty and staff members. Panaroma Data will be monitored and be discussed with all staff.

At Floresta Elementary School, PBiS is a collaborative, team-based, educative, proactive, and functional process to develop effective interventions for inappropriate behavior. Our school promotes a tiered-level approach to assist students both academically and behaviorally through data analysis, explicit instruction

and frequent reinforcement. The PBiS team has received training on each component of PBiS. The team is responsible for training teachers and providing ongoing support for all faculty and staff members. The goal of the team is to develop a system that facilitates positive behavior change in our students and staff. The role of the PBiS team is to develop, review and maintain a school-wide PBiS plan. Use of school-wide expectations and rules in specific settings are established to teach students appropriate behaviors. A reward system to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors is also in place. Staff and students are also surveyed for their input. This information is used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the campus. Floresta's school-wide PBiS plan ensures that children have the opportunity to develop the skills and behaviors that will enable them to realize success as responsible adults. The plan focuses on four major expectations with specific behaviors for each as presented in the SWIM Expectations.

S - Students show respect

W - We are ready to learn

I - I act responsibly

M - My actions keep school safe

Standards have been developed that will help students accept responsibility for their behaviors. This plan also encourages parents to become actively involved in the education of their children. On a daily basis students are recognized for demonstrating the SWIM expectations through verbal praise and rewarding of Dolphin Dollars. The Dolphin Dollars are used to purchase various incentives.

At Floresta Elementary School we work to build positive relationships with families to increase involvement by actively participating and work collaboratively with the parent-teacher organization (PTO), the School Advisory Committee (SAC), and through The ongoing commitment to the Kids at Hope philosophy which partners students, parents, businesses, and community members to ensure that all students are capable of success.

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

2022- 2023 Sunshine Social & Well-Being Team will meet monthly.

Team Members -

2022- 2023 PBiS Team will meet monthly.

PBiS Team Members -

All Team Members are expected to attend all trainings and meetings. Team members are also expected to share idea, offer suggestions, and represent their assigned grade level. Team members should have a growth mindset and be willing to ask questions and share their learning.

Members of the Sunshine Social & Well-Being Team and the PBiS Team will have assigned roles. (Time Keeper, Notetaker, Snackmaster, Data, Facilitator)

Administrator attends ALL trainings and team meetings.

Administrator provides allocation of resources for PBIS and Sunshine Social & Well-Being Team implementation

At Floresta our PBiS Team collects and uses data to guide their implementation and evaluate outcomes. We

use Panorama Data and Skyward Data to support our decision-making process.

1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.

2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.

3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans

In order to promote a positive culture and environment we will.....

#1 - Refer to the data to develop goals

Review and Analyze all available academic and behavior data

#2 - Develop Action Steps

Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff.

#3 - Teach Expected Behavior

Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback.

#4 - Encourage Expected Behavior

Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress.

#5 - Discourage Inappropriate Behavior

Inappropriate behavior in schools should be viewed as a teaching opportunity—a chance to clarify and reteach expectations.

#6 Ongoing Monitoring

Use of data can focus staff 's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal.