

St. Lucie Public Schools

Rivers Edge Elementary School



2022-23 Schoolwide Improvement Plan

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Rivers Edge Elementary School

5600 NE SAINT JAMES DR, Port St Lucie, FL 34983

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

Demographics

Principal: Jennifer Ingersoll

Start Date for this Principal: 8/10/2022

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)	76%
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 (56%) 2018-19: B (55%) 2017-18: B (56%)
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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5600 NE SAINT JAMES DR, Port St Lucie, FL 34983

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>76%</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>64%</p>

School Grades History

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

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SIP Authority

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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.

At Rivers Edge Elementary, all students will be provided challenging, engaging and satisfying work, which meets their individual differences and abilities ensuring their success each and every day.

Provide the school's vision statement.

Through the caring, cooperative efforts of parents, staff and community, all students at Rivers Edge Elementary will be successful. They will be challenged, engaged, and satisfied with the learning opportunities provided to them.

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
Ingersoll, Jennifer	Principal	
Forman, Valerie	Assistant Principal	
Mardis-Romano, Natasha	Reading Coach	
Johnson, Kelly	Math Coach	
Jaramillo, Elena	Teacher, K-12	
Hodgson, Jennifer	Teacher, K-12	
Rocco, Kerri	Teacher, K-12	
Slappey, Christine	Teacher, K-12	
Schroeder, Samantha	Teacher, K-12	
Cannon, Heather	School Counselor	
Moler, Jennifert	Teacher, ESE	
Tiegs, Bridgette	Instructional Coach	
Ashbrook, Alexis	Teacher, K-12	
Jackson, Claudia	School Counselor	

Demographic Information

Principal start date

Wednesday 8/10/2022, Jennifer Ingersoll

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.*

2

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

33

Total number of students enrolled at the school

693

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

5

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

12

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	105	106	107	100	125	123	0	0	0	0	0	0	0	666
Attendance below 90 percent	0	34	25	19	25	25	0	0	0	0	0	0	0	128
One or more suspensions	0	2	2	2	2	6	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	12	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	12	4	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	34	27	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	27	36	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	5	6	7	11	6	0	0	0	0	0	0	0	35

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	2	2	1	20	32	0	0	0	0	0	0	0	57

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	1	12	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 8/14/2022

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	102	97	105	127	127	120	0	0	0	0	0	0	0	678
Attendance below 90 percent	13	17	22	16	15	23	0	0	0	0	0	0	0	106
One or more suspensions	1	2	0	3	10	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	6	3	5	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	5	3	5	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	24	18	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	23	20	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	5	6	11	2	5	0	0	0	0	0	0	0	29

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	1	6	4	23	21	23	0	0	0	0	0	0	0	78

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	2	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	102	97	105	127	127	120	0	0	0	0	0	0	0	678
Attendance below 90 percent	13	17	22	16	15	23	0	0	0	0	0	0	0	106
One or more suspensions	1	2	0	3	10	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	6	3	5	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	5	3	5	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	24	18	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	23	20	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	5	6	11	2	5	0	0	0	0	0	0	0	29

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	1	6	4	23	21	23	0	0	0	0	0	0	0	78

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	2	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	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, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	46%	56%				57%	50%	57%
ELA Learning Gains	61%						60%	55%	58%
ELA Lowest 25th Percentile	42%						57%	54%	53%
Math Achievement	57%	43%	50%				62%	53%	63%
Math Learning Gains	65%						63%	50%	62%
Math Lowest 25th Percentile	56%						35%	42%	51%
Science Achievement	61%	50%	59%				49%	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	57%	50%	7%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	47%	51%	-4%	58%	-11%
Cohort Comparison		-57%				
05	2022					
	2019	59%	48%	11%	56%	3%
Cohort Comparison		-47%				

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	59%	55%	4%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	70%	54%	16%	64%	6%
Cohort Comparison		-59%				
05	2022					
	2019	55%	47%	8%	60%	-5%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	46%	0%	53%	-7%
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	20	34	25	38	44	33	39				
ELL	28	46	43	33	66	53	33				
BLK	38	58	56	45	66	65	52				
HSP	47	59	38	47	66	50	56				
MUL	31	50		45							
WHT	69	67	36	71	63	47	71				
FRL	45	59	43	50	62	60	59				
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	18	44	36	39	38		25				
ELL	37	43		40	57		57				
BLK	42	50		48	44		67				
HSP	48	48		52	58	36	59				
MUL	53			57							
WHT	67	57	46	68	62	64	67				
FRL	48	51	40	53	55	45	61				
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	24	62	57	36	46	29	26				
ELL	33	40		56	73						
BLK	50	45		61	72	47	44				
HSP	55	59	85	65	61	31	44				
MUL	57			57							
WHT	60	64	49	62	60	33	52				
FRL	50	55	55	58	59	29	41				

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	56
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	56
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	53
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	53
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	42
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	61
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	55
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?

Our bottom quartile in Reading did not reach 50% learning gains on FSA in the 2021-2022 school year. Per our iReady progress monitoring, our ESE student are underperforming when compared to unidentified students.

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

Reading L25% has been consistently below 50% learning gains. This cell his down 15% as compared to 2019. Our ESE subgroup has been identified in ESSA as underperforming.

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

Contributing factors are multiple teachers with < 5 years experience teaching content, inconsistent implementation of small group- differentiated instruction, insufficient assessment data in semester 1, and transition to B.E.S.T. Standard and Benchmark Advanced Curriculum, and limited remedial instructional strategies.

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

Our Math L25% showed the greatest gains from the previous year.

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

The school was able to maximize the use of an experienced ESE teacher as a Support Facilitator to math classes with SWD. In addition, we continued our departmentalized structure in 4th and 5th grade, which allowed our teachers to continue to build the experience and effective cooperative learning structures. Before/ Afterschool tutoring targeted L25, as well as SWD, utilizing experienced teachers in the field. Coaching feedback cycles supported continuous improvement. Targeted small group instruction to remediate and strengthen skills.

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

Continued implementation of Benchmark Advanced curriculum to support needed growth in ELA for L25 and demographic subgroups across all grade levels. Implementation of SAVVAS Realize curriculum to provide quality, standards-based instruction for math. Reading Coach and Teacher on Special Assignment to support alignment and rigor. Reading and Math Interventionists to provided support for tiered interventions and progress monitoring. LLI and Benchmark Advanced intervention will be used to provide tiered instruction. Teacher will provide after school tutoring for ESE students. ESE Teachers will plan with instructional coach. Additional School Counselor to support students' mental health needs, as well as monitoring of individual academic needs. Teachers will participate in learning walks to observe highly effective teachers.

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.

Teachers at all grade levels will receive PD on the new SAVVAS Realize Curriculum, as well as ongoing PD for fidelity of Benchmark Advance, Heggerty, and SFA textbook/curriculum. PD will be provided for LLI intervention and BAS progress monitoring. Differentiated in-class coaching support will be provided for teachers, as well as opportunities for teachers to observe highly effective classroom teachers.

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

The staff will implement a fluid CHAMPS Classroom Management Plan to ensure clear and consistent expectations while providing opportunities to reinforce desired behaviors. PBIS will be implemented schoolwide and at the classroom level for all students. A Comprehensive School Counseling Plan (CSCP) will be utilized to support mental health, social skills development, and character building. The CSCP will increase instructional time on task by decreasing and de-escalating classroom disruptions due to limited emotional regulation.

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 ELA

**Area of Focus
Description and
Rationale:**

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

Our ELA bottom quartile performed at 42% making learning gains, and 21% of students received a Level 1 on Florida Standards Assessment.

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

Our goal would be to have 15% or less of student achieve a Level 1 on the Florida Assessment of Student Thinking (F.A.S.T.)

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

This area of focus will be monitored using PM1/PM2, Unit Assessment, iReady diagnostic, and Tiered intervention progress monitoring.

Person responsible for monitoring outcome:

Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

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

We will be using Benchmark Advance System for tier I instruction, differentiated small group instruction and tiered interventions for tiers 2 and 3 students. Also, we will use LLI intervention for tiered intervention. We will utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. We also have a school-based interventionist to assist in providing tiered intervention to student and monitor student progress.

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

Benchmark Advance is our peer-reviewed adopted text materials for elementary ELA instruction. LLI is a researched based intervention designed to provide targeted, differentiated small group 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. All 4 ESE Teachers who support English Language Arts are Reading Endorsed.

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.

Monitor implementation and effectiveness of standards based instruction for Tier I instruction and differentiated small group instruction.

Person Responsible Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

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

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

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

Person Responsible Bridgette Tiegs (bridgette.hyde@stlucieschools.org)

Develop coaching cycles that provide opportunity for teachers to observe classrooms of highly effective teachers.

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Provide on-going Professional Development and support for B.E.S.T., Benchmark Advance, LLI, BAS, and Success for All.

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

Our math proficiency was 57% per Florida Standards Assessment.

Measurable Outcome:

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

Our goal would be to increase math proficiency to 70% on the Florida Assessment of Student Thinking.

Monitoring:

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

This area will be monitor using PM1/PM2, District Cumulative Assessments, i-Ready Diagnostics/Growth Monitoring, and other other classroom assessment metrics.

Person responsible for monitoring outcome:

Valerie Forman (valerie.forman@stlucieschools.org)

Evidence-based Strategy:

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

Teachers will receive ongoing instructional support with transitioning to B.E.S.T Standards, SAVVAS Realize, differentiated instruction, collaborative planning, and student engagement.

Rationale for Evidence-based Strategy:

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

If all teachers use data to drive instruction, and work collaboratively to plan and implement, highly engaging, differentiated instruction, then all stakeholders will increase individual ownership; therefore, students will leave their grade level demonstrating at least a year's worth of growth.

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.

Teachers will be provided with on-going Professional Development as support in the transition to B.E.S.T. Standards and the new adopted SAVVAS Realize Curriculum.

Person Responsible Kelly Johnson (kelly.johnson@stlucieschools.org)

Monitor implementation and effectiveness of standards based instruction utilizing B.E.S.T. standards.

Person Responsible Valerie Forman (valerie.forman@stlucieschools.org)

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

Person Responsible Kelly Johnson (kelly.johnson@stlucieschools.org)

Monitor pacing and implementation of daily small group, differentiated instruction practices.

Person Responsible Valerie Forman (valerie.forman@stlucieschools.org)

Monitor data of computer-based District Cumulative Assessments, iReady diagnostic, PM1/PM2 data, and other classroom metrics.

Person Responsible Kelly Johnson (kelly.johnson@stlucieschools.org)

Provide Professional Development for Kagan Cooperative Learning Structures and monitor implementation into the classroom.

Person Responsible

Valerie Forman (valerie.forman@stlucieschools.org)

#3. 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. One or more grades (3,4,5) are at or below 50% for proficiency in ELA. 5th grade is at 50%, identifying Rivers Edge as a RAISE School.

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

By the end of 2022, 51% or more of students in each grade (3, 4, and 5) will show proficiency in ELA.

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

This area of focus will be monitored using PM1/PM2, Unit Assessments, iReady Diagnostic and Growth Monitoring, K-2 Monitoring Assessments and tiered intervention progress monitoring.

**Person
responsible for
monitoring
outcome:**

Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

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

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) - Use Benchmark Advance System for whole group, differentiated small group instruction and tiered intervention and use LLI intervention for tiered intervention. - Utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. -Focus on strong CLPs creating standards-based lessons.

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

Benchmark Advance is our peer-reviewed adopted core instruction materials for elementary ELA instruction. LLI is a researched based intervention designed to provide targeted, differentiated small group 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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor implementation and effectiveness of standards-based instruction for whole group, and small group – using monitoring tools (Unit Assessments, K-2 assessments).

Person Responsible Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

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

Person Responsible Bridgette Tiegs (bridgette.hyde@stlucieschools.org)

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

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Providing coaching support in the development of differentiated, small group lesson plans to meet individual needs based on reading level.

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Coaching cycle and classroom observations of highly effective teachers for ELA teachers with <3 years teaching experience.

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Use of coaching support and planning for implementation of high yield literacy strategies, including collaborative conversations, cooperative learning structures across all areas, use of graphics organizers for recording and representing new and deepening knowledge, and use of strategy-based anchor charts.

Person Responsible Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

#4. 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.

SWD consistency underperform in the areas of ELA proficiency, ELA LG, and ELA L25%, as compared to other subgroups and Gen Ed population. SWD did not score above the threshold on the Federal Index.

Measurable Outcome:

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

SWD will increase in all categories by at least 5%, as measure by the Florida Assessment of Student Thinking and i-Ready Diagnostics.

Monitoring:

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

This area of focus will be monitored using PM1/PM2, Unit Assessment, iReady Diagnostic, and Tiered intervention progress monitoring. BAS will be use to diagnose and monitor specific deficiencies and provide remedial support. Stretch Growth in i-Ready will determine success of Bottom Quartile Learning Gains.

Person responsible for monitoring outcome:

Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

Evidence-based Strategy:

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

Teachers will receive ongoing instructional support and implementation with fidelity of differentiated small group instruction, Tiered intervention, collaborative planning, and student engagement.

Rationale for Evidence-based Strategy:

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

If all teachers use data to drive instruction, and work collaboratively to plan and implement, highly engaging, differentiated instruction, then SWD stakeholders will increase individual ownership; therefore, all SWD will leave their grade level demonstrating either meeting grade level expectations or 1year's worth of growth.

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.

Provide on-going Professional Development and support for B.E.S.T., Benchmark Advance, LLI, BAS, and Success for All.

Person Responsible

Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Kagan Professional Development for cooperative learning structures as a high effect size strategy

Person Responsible

Valerie Forman (valerie.forman@stlucieschools.org)

Coach and Support ESE Support Facilitation Teachers with the development of high-quality, standards-based lesson plans to close the opportunity gap.

Person Responsible

Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

Monitor implementation and effectiveness of standards based differentiated small group instruction

Person Responsible

Jennifer Ingersoll (jennifer.ingersoll@stlucieschools.org)

Monitoring of data with teachers to discussed individual student learning needs and next steps with strategies for improvement.

Person Responsible

Natasha Mardis-Romano (natasha.mardis@stlucieschools.org)

#5. Positive Culture and Environment specifically relating to Character Development and Life Skills

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Life skills and character development effectively apply the knowledge, attitudes, and skills necessary to understand and achieve positive goals, develop and manage effective character traits, establish and maintain substantial relationships, and make responsible decisions. Research demonstrates that Life skills and character development promote academic success and increase positive behavior, while reducing misconduct, substance abuse, and emotional distress for elementary school students. Given the impact of the COVID-19 outbreak on school routines and access, family norms and dynamics, and social interactions among peers and the community, it is critical that school address the possible life skills, social, and mental health needs.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Students will demonstrate a 10% increase of positive responses on Emotional Regulation from the Spring 2022 Panorama student survey to the Spring 2023 Panorama student survey.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Area of focus will be monitored using classroom walkthrough data on Sanford Harmony implementation, Office Disciplinary Referral Data, and iSucceed pragmatics.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Valerie Forman (valerie.forman@stlucieschools.org)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented</p>	<p>Teachers and staff will implement the Sanford Harmony curriculum across all grade levels and classroom settings</p>

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Studies suggest that students participating in both the cooperative learning activities and life skills management of Sanford Harmony benefit both socially and academically. The studies reveal promising gains in life skills, character development and academic performance over those in control groups.

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.

Monitor implementation and effectiveness of Sanford Harmony lesson plans

Person Responsible Valerie Forman (valerie.forman@stlucieschools.org)

Provide Professional Development in C.H.A.M.P.S. Classroom Management Plans.

Person Responsible Kelly Johnson (kelly.johnson@stlucieschools.org)

Monitor implementation and effectiveness of C.H.A.M.P.S. Classroom Management Plan developed collaboratively by teachers

Person Responsible Valerie Forman (valerie.forman@stlucieschools.org)

i-Succeed Plan to support individual students showing one or more Early Warning Signs in the area of attendance, grades, discipline, and suspensions.

Person Responsible Valerie Forman (valerie.forman@stlucieschools.org)

Implement and monitor effectiveness of Comprehensive School Counseling Plan to support life skills and character development of students.

Person Responsible Heather Cannon (heather.cannon@stlucieschools.org)

Weekly Professional Development for i-Succeed Plan and Implementation.

Person Responsible Valerie Forman (valerie.forman@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

Students in grades K-2 had 51% or more of students proficient in each respective grade.
 Kindergarten was 86% proficient
 1st grade was 68% proficient.
 2nd grade was 61% proficient.

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

Students in grades 3-5 experienced significant learning loss as a result of the Pandemic. School cultures, online learning, blended models, and limited home support were contributing factors to deficiencies in literacy. Deficiencies in literacy have ripple effects across all subject areas. One or more grades (3,4,5) where 50% or more of its respective students scored below a proficient level 3 on the 2022-2023 Florida Standards Assessment in English-Language Arts. 3rd grade had 48% scoring below a level 3 and 4th grade had 45% of students score below a level 3. Identifying us as a RAISE School, 5th grade had 50% of students score below a Level 3 on the Florida Standards Assessment.

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)

Although K-2 was not identified to have a RAISE grade, we will continue to monitor PM1/PM2, Unit Assessments, i-Ready, and Tiered intervention data.

Grades 3-5: Measureable Outcome(s)

50% of students in 5th grade scored below proficiency on the Florida Standards Assessment for 2022-2023.

By the end of 2023, 51% or more of students in grade 5 will show proficiency in ELA as measured by the Florida Assessment of Student Thinking.

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.

This area of focus will be monitored using PM1/PM2, Unit Assessment, iReady diagnostic and Growth Monitoring, K-2 Monitoring Assessments, and tiered intervention progress monitoring.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ingersoll, Jennifer, jennifer.ingersoll@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?

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) - Use Benchmark Advanced System for whole group, differentiated small group instruction and tiered intervention and use LLI intervention for tiered intervention. - Utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. -Focus on strong CLPs creating standards-based lessons, including ESE Support Facilitation Teachers

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?

Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction. LLI is a researched based intervention designed to provide targeted, differentiated small group 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. Our ESE Support Facilitators for ELA are all reading endorses, as well.

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
Monitor implementation and effectiveness of standards-based instruction for Tier 2 and Tier 3 intervention, ensuring interventions are aligned with SLPS Reading Matrix of approved, research-based interventions. Provide on-going Professional Development opportunities to support implementation. Implementation of Tier 3 interventions provided by a Reading Endorsed teacher.	Ingersoll, Jennifer, jennifer.ingersoll@stlucieschools.org
Provide school-based coaching support in collaborative planning and classroom feedback. Literacy Coach will support CLP Process to ensure alignment with B.E.S.T. Standards, fidelity of adopted reading curriculum, and best practices for classroom instruction. Coaching cycles will be utilized to support teaching/learning through observation of other classrooms, peer feedback of mentor teacher, and scaffolding of instructional literacy coach.	Ingersoll, Jennifer, jennifer.ingersoll@stlucieschools.org

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.

Rivers Edge has had a strong support from our parents and community business partners. With the onset of COVID, our opportunities to host family and community events has been limited to after school activities or

online until it is safe to have events on campus during school hours. In response to these restrictions, we have increased our digital outreach through posting of school events on Facebook. As we transition back to normal activities, we provide a blended model of opportunities for involvement, allowing us to reach more families.

In addition, we are increasing our communication through sending monthly school newsletters via email to families. ClassTag, E-mail, and School Messenger are utilized to provide on-going communication of events or happenings around Campus and in classrooms. Fortunately, we were able to have an in-person Open House, which was attended by around 80% of our families.

In addition, to primary grade level, Rivers Edge choral, and school-wide musical performance, we have several major family events that encourage parents and families to participate with the school:

- Family Read Aloud Nights (digital)
- Title I Parent Night
- Hallowingo Night
- Kids@Hope Night
- Curriculum Night
- ESOL/ESE Night
- Student Led Conference Night
- Science Night
- Spring Fling
- Publix Math Night

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

Jennifer Ingersoll, principal, monitor for implementation of Life Skills and Character Development, as well as serves as the SAC chairperson.

Valerie Forman, Assistant Principal, monitor implementation of C.H.A.M.P.S and iSucceed, as well as serves as a PBIS team member.

Heather Cannon, School Counselor, will facilitate and monitor the implementation of our Comprehensive School Counseling Plan, as well as serve as a facilitator to Problem-Solving Team Meetings and align resources to families.

Classroom teachers will implement C.H.A.M.P.S. and Sanford Harmony, as well as actively participate in Parent and Family Involvement Committee.

SAC committee will provide feedback and suggestions to our Life Skills and Character Development implementation and Comprehensive School Counseling Plan based on implementation and student survey data. PTO members will plan PTO after school activities and provide feedback to school through SAC involvement.

Community members will support after school programs through donations and participation in events, like Publix Math Night.