

St. Lucie Public Schools

# Chester A. Moore Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Chester A. Moore Elementary School

827 N 29TH ST, Fort Pierce, FL 34947

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

## Demographics

**Principal: Thelma Jackson**

Start Date for this Principal: 8/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (42%) 2018-19: D (36%) 2017-18: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Chester A. Moore Elementary School

827 N 29TH ST, Fort Pierce, FL 34947

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

Chester A. Moore Elementary is the school where excellence is believed and achieved by all.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown



Name	Position Title	J
	<ul style="list-style-type: none"> <li>2. Assists in the development and monitoring of the ins</li> <li>3. Assists in the observation and/or evaluation of assign</li> <li>school personnel.</li> <li>4. Assists in the daily supervision of the school facilities</li> <li>purposes to ensure the safety of students and faculty</li> <li>5. Informs the Principal of events and activities of an u</li> <li>related to the Principal's accountability.</li> <li>6. Responds to written and oral requests for informatio</li> <li>7. Serves as a member of committees and attends me</li> <li>8. Purchases, receives, distributes and maintains inve</li> <li>equipment, and furniture as needed for instructional ar</li> <li>9. Maintains relationships with staff, students and pare</li> <li>10. Prepares and maintains required records and repo</li> <li>11. Assists in establishing guides for proper student co</li> <li>Discusses and resolves individual student problems.</li> <li>12. Establishes and maintains favorable relationships</li> <li>individuals to foster understanding and solicit support t</li> <li>programs.</li> <li>13. Assists in establishing and maintaining an effective</li> <li>14. Follow district policies and procedures related to h</li> <li>initiatives.</li> <li>15. Performs other duties as designated by the Princip</li> </ul>	

## Demographic Information

### Principal start date

Sunday 8/22/2021, Thelma Jackson

### Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective *student assessments.*

2

### Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: assessments.*

11

### Total number of teacher positions allocated to the school

22

### Total number of students enrolled at the school

371

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

2

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

2

### Demographic Data



**Early Warning Systems****Using prior year's data, complete the table below with the number of students by current grade level the**

Indicator	K	1	2	3
Number of students enrolled	58	5	5	5
Attendance below 90 percent	24	3	3	3
One or more suspensions	2	2	2	2
Course failure in ELA	0	0	0	0
Course failure in Math	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who**

Indicator	K	1	2	3
Students with two or more indicators	1	12	6	24

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

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

**Date this data was collected or last updated**

Friday 8/19/2022

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

Indicator	K	1	2	3
Number of students enrolled	62	9	9	9
Attendance below 90 percent	26	5	5	5
One or more suspensions	3	3	3	3
Course failure in ELA	0	0	0	0
Course failure in Math	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0
Number of students with a substantial reading deficiency	0	1	1	1

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

Indicator	K	1	2	3
Students with two or more indicators	1	2	6	33

**The number of students identified as retainees:**

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

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

Indicator	K	1	2	3
Number of students enrolled	62	9	5	1
Attendance below 90 percent	26	5	1	1
One or more suspensions	3	0	0	0
Course failure in ELA	0	0	0	0
Course failure in Math	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0
Number of students with a substantial reading deficiency	0	1	0	0

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

Indicator	K	1	2	3
Students with two or more indicators	1	2	6	33

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2022			School
	School	District	State	
ELA Achievement	28%	53%	55%	
ELA Learning Gains	47%			
ELA Lowest 25th Percentile	44%			
Math Achievement	42%	41%	42%	
Math Learning Gains	57%			
Math Lowest 25th Percentile	49%			
Science Achievement	25%	50%	54%	
Social Studies Achievement		55%	59%	

**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	
01	2022			
	2019			
Cohort Comparison				
02	2022			
	2019			
Cohort Comparison		0%		
03	2022			
	2019	28%	50%	
Cohort Comparison		0%		
04	2022			
	2019	23%	51%	
Cohort Comparison		-28%		
05	2022			
	2019	12%	48%	
Cohort Comparison		-23%		
06	2022			
	2019			
Cohort Comparison		-12%		
07	2022			
	2019			
Cohort Comparison		0%		
08	2022			
	2019			
Cohort Comparison		0%		

MATH				
Grade	Year	School	District	
01	2022			
	2019			
Cohort Comparison				

**MATH**

<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	
02	2022			
	2019			
Cohort Comparison		0%		
03	2022			
	2019	36%	55%	
Cohort Comparison		0%		
04	2022			
	2019	25%	54%	
Cohort Comparison		-36%		
05	2022			
	2019	7%	47%	
Cohort Comparison		-25%		
06	2022			
	2019			
Cohort Comparison		-7%		
07	2022			
	2019			
Cohort Comparison		0%		
08	2022			
	2019			
Cohort Comparison		0%		

**SCIENCE**

<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	
05	2022			
	2019	23%	46%	
Cohort Comparison				
06	2022			
	2019			
Cohort Comparison		-23%		
07	2022			
	2019			
Cohort Comparison		0%		
08	2022			
	2019			
Cohort Comparison		0%		

**BIOLOGY EOC**

<b>Year</b>	<b>School</b>	<b>District</b>	
2022			
2019			

CIVICS EOC			
Year	School	District	
2022			
2019			
HISTORY EOC			
Year	School	District	
2022			
2019			
ALGEBRA EOC			
Year	School	District	
2022			
2019			
GEOMETRY EOC			
Year	School	District	
2022			
2019			

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%
SWD	5	18	25	11	36	38
ELL	37	54		58	60	
BLK	24	44	44	36	55	47
HSP	36	51		57	58	
FRL	27	46	44	40	57	49
2021 SCHOOL GRADE COMPONENTS BY						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%
SWD	11	33		18	17	10
ELL	23	43		39	27	
BLK	19	41	45	30	20	23
HSP	24	36		44	30	
FRL	20	42	53	33	23	27
2019 SCHOOL GRADE COMPONENTS BY						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%
SWD	15	40	46	16	42	46
ELL	32	48	62	29	29	50

2019 SCHOOL GRADE COMPONENTS BY						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%
BLK	18	37	56	22	29	43
HSP	46	53	60	42	38	
MUL	15			8		
WHT	36			18		
FRL	20	38	54	22	27	47

### 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)
OVERALL Federal Index – All Students
OVERALL Federal Index Below 41% All Students
Total Number of Subgroups Missing the Target
Progress of English Language Learners in Achieving English Language Proficiency
Total Points Earned for the Federal Index
Total Components for the Federal Index
Percent Tested
Subgroup Data
Students With Disabilities
Federal Index - Students With Disabilities
Students With Disabilities Subgroup Below 41% in the Current Year?
Number of Consecutive Years Students With Disabilities Subgroup Below 32%
English Language Learners
Federal Index - English Language Learners
English Language Learners Subgroup Below 41% in the Current Year?
Number of Consecutive Years English Language Learners Subgroup Below 32%
Native American Students
Federal Index - Native American Students
Native American Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Native American Students Subgroup Below 32%

**Asian Students**

Federal Index - Asian Students

Asian Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Asian Students Subgroup Below 32%

**Black/African American Students**

Federal Index - Black/African American Students

Black/African American Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Black/African American Students Subgroup Below 32%

**Hispanic Students**

Federal Index - Hispanic Students

Hispanic Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Hispanic Students Subgroup Below 32%

**Multiracial Students**

Federal Index - Multiracial Students

Multiracial Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Multiracial Students Subgroup Below 32%

**Pacific Islander Students**

Federal Index - Pacific Islander Students

Pacific Islander Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Pacific Islander Students Subgroup Below 32%

**White Students**

Federal Index - White Students

White Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years White Students Subgroup Below 32%

**Economically Disadvantaged Students**

Federal Index - Economically Disadvantaged Students

Economically Disadvantaged Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

**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?**

ELA proficiency improved by 8% including a 13% increase in 3rd grade and a 16% increase in 4th grade. ELA learning gains increased by 4%. Math achievement increased in all areas including an 8% increase in proficiency, 33% increase in learning gains, and 100% increase in math achievement including 3rd grade increasing by 13%, 4th grade by 10%, and 5th grade by 7%. subgroups, all grade ELA bottom quartile learning gains declined by 4% and Science achievement decreased by 2%. Subgroup achievement for students by 12%, and Free Reduced Lunch students by 7%. Students with disabilities ELA achievement decreased by 13%, and Free Reduced Lunch students by 7%. Students with disabilities math achievement decreased by 13%.

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

The greatest need for improvement includes English Language Arts proficiency at all grade levels to increase schoolwide proficiency. Science proficiency.

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

Several factors contributed to the need for improvement in ELA and science proficiency and ESE subgroup performance. First, the school had a 20% requiring significant schoolwide gains. Second, teachers had to implement new standards and curricula needed for science was also introduced later in the school year to assist with gaps in science standards, however time for implementation was a vacancy for the first semester.

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

Math learning gains and math learning gains for the bottom quartile showed the most improvement gaining 33 and 100% respectively.

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

Factors contributing to improved math learning gains include daily CLPs to plan and review instruction using differentiated instruction, and tutorials to include utilizing ACALETICS. In addition, teachers focused on creating supplemental spiral review lessons.

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

To accelerate learning, ongoing professional development will be needed by teachers in the implementation of the new Math curriculum resources, as students will have to take the Florida Assessment of Student Thinking (FAST). Teachers will implement the new curriculum.

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

Ongoing professional development will be provided in utilizing all core and supplemental curriculum (Benchmark Review, spiral review, strategies (Kagan and AVID), and CHAMPs.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement.**

District Office of Teaching and Learning (OTL), School Renewal content experts, school-based reading and math coaches, instructional delivery, assessments, and interventions. Two school-based interventionists will provide Tier 3 support.

**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 Standards-aligned Instruction****Area of Focus****Description and Rationale:**

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

Only 28% of the students at Chester A. Moore Elementary are performing on or above grade level and learning gains, bottom quartile students' learning gains declined by 4%. On the other hand, top quartile learning gains increased by 28%. Conversely, Science student achievement decreased in bottom quartile learning gains indicate an instructional core problem. Similar to the focus on core instruction specifically knowledge of the new B.E.S.T. standards, curriculum and support staff.

**Measurable Outcome:**

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

2022-23 schoolwide ELA targets are 38% proficiency, 52% proficiency in math, and 35% proficiency in science.

**Monitoring:**

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

Administration, reading coaches, and Turn Around Teacher Leaders will facilitate, support and monitor CLPs, formative and summative assessment data, and strategic scheduling of resource allocation.

**Person responsible for monitoring outcome:**

Thelma Jackson (thelma.jackson@stlucieschools.org)

**Evidence-based****Strategy:**

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

1. Standards-based core and supplemental curriculum
2. Research-based literacy routines and instructional best practices
3. Professional development targeting pedagogy, core and supplemental curriculum
4. Ongoing formative and summative assessments
5. Tracking and use of progress monitoring assessments to inform instruction, target intervention

**Rationale for****Evidence-based****Strategy:**

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

1. Every student should have access to grade-appropriate assignments, strong instructional practices, and formative and summative assessments.  
Myth <https://opportunitymyth.tnnp.org/>
2. Student learning is significantly improved when we increase content demands, teacher effectiveness, and formative and summative assessments.  
<http://simarchive.thelearningexchange.ca/wp-content/uploads/2013/10/Elmore-Summary.pdf>
3. Research tells us that there are measurable benefits to student outcomes when systems of support are in place.  
[https://www.researchgate.net/publication/237052348\\_The\\_Many\\_Faces\\_of\\_Collaborative\\_Learning](https://www.researchgate.net/publication/237052348_The_Many_Faces_of_Collaborative_Learning)
3. Effective implementation of progress monitoring assists in setting and achieving academic goals.  
[https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To\\_monitor\\_students\\_progress](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/To_monitor_students_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 each step.

1. Ensure the effective implementation of the district CLP program.
2. Collaborate with district Office of Teaching and Learning (OTL) and School Renewal staff to support CLPs and p
3. Utilize ongoing walk-through observations to monitor and support the instructional program.
4. Strategically align the master schedule to ensure adequate time and resource allocations.
5. Implement with fidelity a school-wide assessment program to include daily, weekly, and unit assessments ensuring
6. Conduct weekly data chats during CLPs to inform instruction and target intervention.

7. Turn Around Teacher Leaders will serve as model classrooms to support and build teacher capacity.
8. STEM Resource Teacher to focus on Science instruction and hands-on science labs during 5th grade Resource

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

## #2. ESSA Subgroup specifically relating to Students with Disabilities

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>The Federal Index indicates for three consecutive years, only 20% of Students with Disabilities performed at or above the proficient level.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>We will increase student achievement outcomes for Students with Disabilities from 20% to 41%. Measurable outcome for Economically Disadvantaged student subgroups which are currently performing at 40% proficiency.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<ol style="list-style-type: none"> <li>1. Subgroup performance will be monitored via daily, weekly and unit assessments.</li> <li>2. Schedule ESE Support Facilitation, Interventionists, paraprofessionals, and behavior technicians for targeted subgroups.</li> <li>3. Adjust interventions as determined by student performance.</li> <li>4. Provide in-school and after school tutorial for targeted subgroups.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	<p>[no one identified]</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented.</b>	<ol style="list-style-type: none"> <li>1. Provide ongoing core and supplemental curriculum PD for all support staff.</li> <li>2. Ensure support staff has Tier 2 and Tier 3 instructional materials to provide differentiated instruction for targeted subgroups.</li> <li>3. ESE Support Facilitation teachers, Interventionists, and paraprofessionals participate in CLPs.</li> </ol>

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

**Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Research indicates the following impacts subgroup performance:

1. Standards aligned instruction
2. Strategic alignment of resources and staff
3. Tiered layers of instructional support and interventions
4. Formative assessments
5. Data chats to provide students with consistent feedback for improvement

See: <https://www.teacherready.org/increase-student-achievement/#:~:text=Give%20your%20students%20examples%20of%20quality%20work%20so,ar>

### **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 each step.

1. Ensure ESE Support Facilitation teachers and the ESE Paraprofessional are scheduled to provide support during
2. ESE Support Facilitation teachers and the ESE Paraprofessional will attend at least one grade level CLP to review curriculum, and strategize ways to support instruction.
3. Strategically schedule ESE, ESOL, coaching, behavior staff, and volunteers to provide ESE students and teachers

**Person**

**Responsible**

Thelma Jackson (thelma.jackson@stlucieschools.org)

### #3. Transformational Leadership specifically relating to Teacher Recruitment and Retention

#### Area of Focus Description and Rationale:

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

Chester A. Moore Elementary historical data shows a 10% decrease in teacher retention over the last three years.

#### Measurable Outcome:

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

Chester A. Moore Elementary will retain 90% of its teachers for the 2022-23 school year.

#### Monitoring:

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

Staff surveys and retention rates will be monitored quarterly by the principal at Chester A. Moore Elementary.

#### Person responsible for monitoring outcome:

Thelma Jackson (thelma.jackson@stlucie.k12.fl.us)

#### Evidence-based Strategy:

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

1. Provide incentive bonuses through district grant funds.
2. Create and maintain a positive school culture.
3. Ensure all teachers are provided access to Professional Learning and School Renewal supports.

<https://www.nuffieldfoundation.org/wp-content/uploads/2017/06/Teacher-Retention-Strategies.pdf>

#### Rationale for Evidence-based Strategy:

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

1. Incentive pay/bonuses will be utilized to attract and retain high-quality teachers.
2. Building and maintaining a positive school culture is essential for teacher retention. Teachers who feel welcomed, valued, and supported are more likely to stay in the profession.
3. Collegiality and collaboration are vital to the success of the profession and the challenges of the profession.

#### 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 each action step.

1. Utilize grant funds to provide incentives to teachers with effective and highly effective VAM scores who remain at the school for three or more years.
2. Provide opportunities for teachers to earn pay for participating in collaborative planning outside of their normal duty day.
3. Hire a K-2 Reading Coach, a 3-5 Reading Coach, and a Math/Science Coach to support CLPs and instructional coaching.
4. Reinstate the Sunshine Committee to ensure celebrations and social gatherings are implemented.
5. Administration will maintain an 'open door' policy and high vigilance throughout the school and within classrooms.

#### Person Responsible

Thelma Jackson (thelma.jackson@stlucie.k12.fl.us)

**#4. Positive Culture and Environment specifically relating to Early Warning Systems****Area of Focus Description and Rationale:**

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

The district has identified 138 students or one third of our student population with Early Warning Systems. Chester A. Moore Elementary will implement the district's i-Succeed Plan targeting 16-20 at-risk students with health counselors to address individual student needs as identified by Early Warning Systems.

**Measurable Outcome:**

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

1. The number of discipline referrals will decrease by 25% or more.
2. The number of students with attendance below 90 percent will be reduced by 25% or more.
3. The number of students exhibiting 2 or more early warning indicators will decrease by 25% or more.
4. Teacher perception of student behavioral concerns as measured by the district's Early Warning System will decrease by 25% or more.
5. Student perception of sense of belonging and safety will increase by 25% or more during the 2020-2021 school year as compared to the previous year.

**Monitoring:**

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

Early Warning System indicators and discipline referrals will be monitored.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

1. C. A. Moore will implement Single School Culture to refine expectations for the hallway.
2. An SEL committee will be established to promote school-wide SEL through i-Succeed.
3. Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School-Corps.
4. Daily circles will be facilitated to allow students opportunities for guided practice and observations using corresponding walk-through tools.

**Rationale for Evidence-based Strategy:**

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

Our students are lacking many of the basic life skills needed for success in school. Single School Culture as a strategy to decrease the number of office discipline referrals is a proven strategy used to reduce discipline concerns, increase student behavior, and improve student achievement. Single School Culture is being implemented at Chester A. Moore Elementary School in St. Lucie County. Similar schools have exhibited decreases in student offenses by normalizing expectations.

**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 each action step.

1. All staff complete district directed CHAMPs training.
2. The TSA and behavior team will provide ongoing Single School Culture training, classrooms observations, and feedback.
3. Students with i-Succeed Student Success Plans will be monitored and provided in classroom supports.
4. Each grade level and team will establish PBIS goals and incentives and implement quarterly PBIS incentive program.
5. Effectively utilize the school-based mental health counselor to support students with Early Warning Systems indicators.

**Person Responsible**

Thelma Jackson (thelma.jackson@stlucieschools.org)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria include schools with 50 percent or more of its students, for any grade level, score below the 50th percentile on the RAISE 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. Include a description of how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification of students 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 assessment, 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**

Grades K-2 teachers will target instruction for students needing emergent literacy skills to increase student mastery of phonics skills on the assessment.

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

Grades 3-5 teachers will provide foundational reading skills instruction targeting decoding and encoding skills to increase student mastery of Ready reading diagnostics.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based outcome. Include the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of its students scored at or above a level 3 on the most recent statewide assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide assessment.
- Grade 6 measurable outcomes may be included, as applicable.

#### **Grades K-2: Measureable Outcome(s)**

90% of K-2 students will master grade level phonics including letter names, sounds and CVC words.

#### **Grades 3-5: Measureable Outcome(s)**

Reduce the number of students in grades 3-5 identified with phonics and vocabulary deficits.

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how data will be collected and analyzed.

Monitor students scoring in i-Ready Reading Instructional Profile Groupings 1 and 2.  
Monitor Star and FAST Progressing Monitoring Data.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Jackson, Thelma, [thelma.jackson@stlucieschools.org](mailto:thelma.jackson@stlucieschools.org)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each goal. "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes. Limit 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 Instruction Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Literacy Leadership Team (Administrators, Reading Coaches) will complete weekly classroom walkthroughs using the Literacy Leadership supports to improve instruction.

Ensure effective implementation of the Benchmark Advance core ELA curriculum.

Utilize CLPs to plan Tier 1, Tier 2, and Tier 3 reading instruction.

Schedule and Interventionist and ESE Support Facilitation teachers to provide supplemental reading instruction to Tiers 2 and 3 students.

Reading coaches will monitor, support, and enhance classroom instruction through CLPs and coaching cycles.

Collaborate with the Regional Literacy Director to provide professional development and ensure the schoolwide reading instruction is effective.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting evidence-based 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?

Research outlined by What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/PracticeGuide/3> supports the use of universal screening tools like i-Ready Reading Diagnostics to target small group and individualized instruction in foundational reading skills (comp

**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 the action steps that will be taken to address the area of focus.

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



### Action Step

**Literacy Leadership:** The Literacy Leadership Team will implement a weekly classroom walkthrough schedule utilizing the Literacy Leadership targeted supports.

**Literacy Coaching:** The K-2 Reading Coach and the 3-5 Reading Coach will co-lead CLPs, conduct walkthroughs, provide professional learning cycles to improve reading instruction.

**Assessment:** ELA teachers will utilize daily, weekly, and unit assessments to monitor student progress toward mastery of standards and use data to make instructional shifts.

**Professional Learning:** Daily CLPs are utilized to plan for ELA and writing instruction three days per week. Early release days will be used in core and supplemental ELA curriculum.

### Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning and growth, and strong relationships in student learning and a culture that values trust, respect and high achievement. The school is formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Stakeholders more proximal to the school include teachers, students and families of students, volunteer organizations, and community providers, community colleges and universities, social service agencies, and local businesses.

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

The administrative staff utilizes an open door policy and implements various engagement activities such as: The Superintendent's Award where teachers are voted upon to receive an apple trophy and lunch, promote use of district and local agencies to provide services, a newsletter which recognizes staff accomplishments, and community/business partnerships with the Boys & Girls Club of St. Lucie County.

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

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