

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 Economically Disadvantaged Students
School Grades History	2021-22: C (42%) 2018-19: D (36%) 2017-18: D (36%)
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	TSI
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</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>97%</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>98%</p>

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.

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	Job Description
Jackson, Thelma	Principal	<p>Responsible for the total school program.</p> <ol style="list-style-type: none"> Establishes and maintains an effective learning climate. Participates in the selection, evaluation and supervision of staff. Establishes guides for proper student conduct and monitors compliance. Supervises the school's teaching process. Plans, organizes, delegates and monitors the implementation of the school program. Establishes and maintains favorable relationships with individuals to foster understanding and solicit support for school programs. Discusses and resolves individual student problems. Assumes responsibility for all official school correspondence. Serves as a member of such committees and attends to the duties assigned by the Superintendent shall direct. Serves as an ex-officio member of all committees and organizations. Keeps appropriate Executive Director informed of all matters of a significant nature. Assumes responsibility for professional growth and participation in the affairs of professional organizations, attends appropriate meetings and conferences, and through effective communication. Performs such other tasks and assumes such other responsibilities as the Executive Director may assign.
Berggren, Jessica	Assistant Principal	<p>Assumes the duties and responsibilities of the Principal when on leave or out of function.</p> <ol style="list-style-type: none"> Assists in the development and monitoring of the instructional program. Assists in the observation and/or evaluation of assigned staff and school personnel. Assists in the daily supervision of the school facilities and purposes to ensure the safety of students and faculty. Informs the Principal of events and activities of an unusual nature related to the Principal's accountability. Responds to written and oral requests for information. Serves as a member of committees and attends meetings. Purchases, receives, distributes and maintains inventory of equipment, and furniture as needed for instructional and administrative purposes. Maintains relationships with staff, students and parents. Prepares and maintains required records and reports. Assists in establishing guides for proper student conduct. Discusses and resolves individual student problems. Establishes and maintains favorable relationships with individuals to foster understanding and solicit support for school programs. Assists in establishing and maintaining an effective learning climate. Follow district policies and procedures related to health and safety initiatives. Performs other duties as designated by the Principal.
Brome , Makeda	Assistant Principal	<p>Assumes the duties and responsibilities of the Principal when on leave or out of function.</p>

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

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 that

Indicator	K	1	2	3
Number of students enrolled	58	5		
Attendance below 90 percent	24	3		
One or more suspensions	2			
Course failure in ELA	0			
Course failure in Math	0			
Level 1 on 2022 statewide FSA ELA assessment	0			
Level 1 on 2022 statewide FSA Math assessment	0			
Number of students with a substantial reading deficiency	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
Retained Students: Current Year	0	0	0
Students retained two or more times	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		
Attendance below 90 percent	26	5		
One or more suspensions	3			
Course failure in ELA	0			
Course failure in Math	0			
Level 1 on 2019 statewide FSA ELA assessment	0			
Level 1 on 2019 statewide FSA Math assessment	0			
Number of students with a substantial reading deficiency	0	1		

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

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

The number of students identified as retainees:

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

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

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

The number of students identified as retainees:

Indicator	K	1	2
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)

School Grade Component	2022			Sc
	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 d

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

Grade	Year	School	District
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

Grade	Year	School	District
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

Year	School	District
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 20% 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 learning gains 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

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 and 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 20% 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 also 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, and 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, and 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:

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 and bottom quartile learning gains 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.

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

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, and monitor student learning.

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 materials, and formative and summative assessments. Myth <https://opportunitymyth.tntp.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 are designed to support effective implementation of progress monitoring. 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_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 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 progress monitoring.
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 data is used to inform instruction and target intervention.
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

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

The Federal Index indicates for three consecutive years, only 20% of Students with Disabilities performed at the proficient level.

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

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.

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

1. Subgroup performance will be monitored via daily, weekly and unit assessments.
2. Schedule ESE Support Facilitation, Interventionists, paraprofessionals, and behavior technicians blocks.
3. Adjust interventions as determined by student performance.
4. Provide in-school and after school tutorial for targeted subgroups.

Person responsible for monitoring outcome:

[no one identified]

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

1. Provide ongoing core and supplemental curriculum PD for all support staff.
2. Ensure support staff has Tier 2 and Tier 3 instructional materials to provide differentiated instruction.
3. ESE Support Facilitation teachers, Interventionists, and paraprofessionals participate in CLPs.

**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-](https://www.teacherready.org/increase-student-achievement/#:~:text=Give%20your%20students%20examples%20of%20quality%20work%20so,ar)

[achievement/#:~:text=Give%20your%20students%20examples%20of%20quality%20work%20so,ar](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 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

Monitoring:

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

Staff surveys and retention rates will be Chester A. Moore Elementary.

Person responsible for monitoring outcome:

Thelma Jackson (thelma.jackson@stlu

Evidence-based Strategy:

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

- 1. Provide incentive bonuses through d
 - 2. Create and maintain a positive schoo
 - 3. Ensure all teachers are provided acco
- Learning and School Renewal supports

<https://www.nuffieldfoundation.org/wp-c>

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
 - 2. Building and maintaining a positive s
 - 3. Collegiality and collaboration are vital
- returning teachers to feel welcomed, va
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 resp

- 1. Utilize grant funds to provide incentives to teachers with effective and highly effective VAM scores who remain at
- 2. Provide opportunities for teachers to earn pay for participating in collaborative planning outside of their normal du
- 3. Hire a K-2 Reading Coach, a 3-5 Reading Coach, and a Math/Science Coach to support CLPs and instructional
- 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@stlu

#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. The school will utilize mental 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 instruction.
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 engagement, and improve student behavior. 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 SEL.

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 where 50 percent or more of its students, for any grade level, score below the 25th percentile on the state 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 level. 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 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

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

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 with data analysis 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 Tier 2 and Tier 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 specific actions that will be taken.

- 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 are 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. 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 parents, 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.

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.