

St. Lucie Public Schools

St. Lucie Elementary School



2022-23 Schoolwide Improvement Plan

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St. Lucie Elementary School

2020 S 13TH ST, Fort Pierce, FL 34950

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

Demographics

Principal: Kathyann Baich Potenza

Start Date for this Principal: 5/25/2021

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)	92%
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: D (36%) 2018-19: C (48%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI

* 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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St. Lucie Elementary School

2020 S 13TH ST, Fort Pierce, FL 34950

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

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>92%</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>93%</p>

School Grades History

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

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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.

Saint Lucie Elementary
Mission Statement

The mission of Saint Lucie Elementary School is to ensure every child succeeds academically, behaviorally, and socially in a safe and secure environment. We provide students with engaging learning experiences to nurture lifelong learners resulting in high levels of academic achievement.

Provide the school's vision statement.

St. Lucie Elementary
Vision Statement

St. Lucie Elementary will be a student support system designated to create and maintain a prolific learning environment. Each learner will have access to the resources needed to utilize technology and educational materials in an informational society. The infusion of efficient and effective use of all available resources holds particular promise for developing critical thinking skills, problem solving skills, communication skills, creativity, immediate sharing of knowledge and strengthening total learning. These skills provide for empowerment of all learners, thus forming the impetus for building communities of “lifelong learners.”

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
Baich, Kathy	Principal	
Mendoza, Adrienne	Assistant Principal	
Gomez, Nikki	Assistant Principal	
Robinson, Angella	Administrative Support	
Siders, Chantel	Reading Coach	
Taylor, Jessica	Math Coach	
Whitman, Alexandra	Other	

Demographic Information

Principal start date

Tuesday 5/25/2021, Kathyann Baich Potenza

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.*

0

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.*

10

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

765

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

7

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

16

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	112	118	120	115	97	149	0	0	0	0	0	0	0	711
Attendance below 90 percent	59	43	62	50	39	55	0	0	0	0	0	0	0	308
One or more suspensions	2	6	12	8	21	35	0	0	0	0	0	0	0	84
Course failure in ELA	0	0	0	5	1	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	52	77	0	0	0	0	0	0	0	129
Level 1 on 2022 statewide FSA Math assessment	0	0	0	53	45	85	0	0	0	0	0	0	0	183
Number of students with a substantial reading deficiency	0	5	7	4	0	0	0	0	0	0	0	0	0	16

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	6	11	34	58	87	0	0	0	0	0	0	0	196

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

Date this data was collected or last updated

Monday 7/25/2022

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	108	115	110	102	136	95	0	0	0	0	0	0	0	666
Attendance below 90 percent	47	64	57	47	56	37	0	0	0	0	0	0	0	308
One or more suspensions	2	9	6	12	26	17	0	0	0	0	0	0	0	72
Course failure in ELA	0	0	0	8	6	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	9	10	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	47	71	44	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide FSA Math assessment	0	0	0	55	70	56	0	0	0	0	0	0	0	181
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	1	5	3	57	73	48	0	0	0	0	0	0	187

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	115	110	102	136	95	0	0	0	0	0	0	0	666
Attendance below 90 percent	47	64	57	47	56	37	0	0	0	0	0	0	0	308
One or more suspensions	2	9	6	12	26	17	0	0	0	0	0	0	0	72
Course failure in ELA	0	0	0	8	6	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	9	10	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	47	71	44	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide FSA Math assessment	0	0	0	55	70	56	0	0	0	0	0	0	0	181
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	1	5	3	57	73	48	0	0	0	0	0	0	187

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	23%	46%	56%				31%	50%	57%
ELA Learning Gains	40%						56%	55%	58%
ELA Lowest 25th Percentile	37%						65%	54%	53%
Math Achievement	27%	43%	50%				39%	53%	63%
Math Learning Gains	48%						52%	50%	62%
Math Lowest 25th Percentile	57%						58%	42%	51%
Science Achievement	23%	50%	59%				36%	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	23%	50%	-27%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	36%	51%	-15%	58%	-22%
Cohort Comparison		-23%				
05	2022					
	2019	31%	48%	-17%	56%	-25%
Cohort Comparison		-36%				

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	39%	55%	-16%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	38%	54%	-16%	64%	-26%
Cohort Comparison		-39%				
05	2022					
	2019	33%	47%	-14%	60%	-27%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	46%	-11%	53%	-18%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	23	30	9	38	44	14				
ELL	23	37		31	44		17				
BLK	21	39	36	21	46	58	21				
HSP	29	44		41	52		31				
MUL	25			55							
WHT	27	30		31							
FRL	23	42	38	26	49	58	25				
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	15	25	21	13	18	23				
ELL	28	61		33	27		25				
BLK	20	35	46	22	26	35	18				
HSP	32	50		35	16		23				
WHT	40			27							
FRL	22	38	53	26	22	32	22				
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	23	49	56	31	51	39	21				
ELL	26	56	68	36	48	67	29				
BLK	29	56	68	35	51	58	29				
HSP	34	56	56	40	50	58	39				
WHT	42	50		68	80						
FRL	30	55	63	37	52	59	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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In the area of ELA, St. Lucie Elementary demonstrated 23% of students scored in the proficient range a decrease of 1% from the 2019-20 school year. No change in learning gains for ELA from 19/20-21/22 (40%). SLE yielded a 18% decrease in the learning gains of students in the Bottom Quartile (25%). In the area of Mathematics, SLE yielded a slight increase in proficiency from 25% to 27% (+2%) with significant growth in grade 4. Learning gains in mathematics increased from 23% to 50% (+27) and bottom quartile learning gains increased from 31% to 57% (+26). Science proficiency remained the same at 23% in 2019-20 and 23% in 2021-22. 4th grade mathematics had the most significant growth in learning gains and bottom quartile learning gains.

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

The greatest need for improvement lies in the area of proficiency for ELA, Mathematics, and Science for the 2022-23 schools year. Currently incoming 4th grade students are yielding that 30% of them have a previous FSA scores that falls within a proficient score in ELA/Reading and 31% of incoming 4th grade students yield a proficient score in Mathematics. Incoming 5th grade students demonstrate that 17% of them are scoring within a proficient range of a 3 or higher on last year's ELA/Reading FSA and 26% of them scored level 3 or higher on last year's FSA in Mathematics. Considering Science proficiency and Reading achievement are correlated on Florida's state assessments, Science achievement (proficiency) is an additional area of that demonstrates a need for improvement.

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

Contributing factors to this need for improvement include the need to establish monitoring structures implemented with fidelity. The building of teacher capacity through instructional coaching and professional development. Teacher capacity and changes in personnel mid-way through the school year. Staff and student attendance deficiencies.

New actions include the elevation of structures and systems for both teachers and students for the monitoring of CLPs and classroom instructional procedures; Distinct structures for Instructional Coaching including regularly scheduled coaching cycles with follow-up by administration. CLPs protocols to

support the need for additional monitoring during CLPs. Additional district support for building teacher capacity and CLPs from instructional specialists; Hiring of additional intervention support to support learning for the most critical students, as well as students who need support with accelerated activities; After school tutorial supports as well as academic enrichment opportunities for students in need of acceleration.

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

The greatest areas of improvement for the 2021-22 school year were in the area of Mathematics Learning Gains and Bottom Quartile Learning Gains. Mathematics Learning Gains demonstrated growth from 23% to 50% of students making learning gains in grades 4 and 5. Bottom Quartile students demonstrated growth from 31% to 57% of students making learning gains. 4th grade students in particular were the greatest contributing factor to this increase.

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

The contributing factor to the area of Mathematics Learning Gains was teacher capacity and quality instructional practices. The lead teacher for that grade level has moved into a leadership role at St. Lucie Elementary and will be support collaborative planning and instructional processes specifically for grade 4, being that the entire team of 4th grade Mathematics teachers are new to their position. All mathematics classrooms will be supported by a Mathematics Instructional Coach, Math Interventionist (who served as a Mathematics Coach previously), an School-Based Administrator (who was previously a Mathematics Instructional Partner SLPS), and a current Instructional Partner from the Department of School Renewal who has demonstrated success in the area of student achievement in Mathematics. Additionally, students from grade 4 to grade 5 demonstrated growth in the area of Writing from 2020-21 to 2021-22. 60% of students increased their writing score at least one point from the 2020-21 to 2021-22 school year. 56% of all students tested scored a level 6 or higher on the 2021-22 FSA Writing Test.

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

In an effort to accelerate learning the following strategies will be implemented: (1) additional instructors in the classrooms to support learning (i.e. instructional interventionists; teacher's aides, instructional partners, instructional coaches). (2) Before/during/after school opportunities for accelerated learning through tutorials and academic enrichment programs. (3) Academic camps and instructional seminars provided by teachers who demonstrate innovative instructional practices in the classroom. (4) Strategic scheduling of students to afford students the opportunity to receive instruction from teachers who match their learning style (5) Administrative monitoring of the transference of CLP practices to classroom instruction (6) The monitoring of the implementation benchmark-based tasks with strategic monitoring of student attainment of the benchmarks through various progress monitoring tools (i.e. FAST Assessments, i-Ready, Monthly Writing Prompts (School-Created), Teacher/District created Check for Understanding (CFU) tools, and District Unit Assessment Data for Reading, Mathematics, and Science; (7) Strategies to monitor student attendance and discipline to ensure students are present in school.

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.

Professional Development Opportunities include: (1) On-Going Data Review and Reflection; (2) School-Wide Data Chats; (3) Kagan Strategies for Engagement (4) CLP Protocol and Expectations (5) i-Ready Implementation and Data; (6) AVID Structures; (7) Professional Development Quarterly provided by textbook publishers Benchmark & SAVVAS; (8) Acaletics Math Supplemental Program; (9) Behavior/Discipline PDs (10) Science of Reading/Reading Strategies PDs (provided by Instructional Coaches/

Reading Interventionists); (11) Weekly Quality Instruction Meetings with Opportunities for PD based on data collected during CLPs and Classroom Walkthroughs.

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

Additional supplement for CLP Turnaround Leader for each grade level/department to foster capacity building of all teachers; 11 month supplement for Instructional Coaches to provide professional learning and planning during the summer months; UNISIG grant to afford additional time for Collaborative Learning and Planning, as well as professional learning opportunities (Kagan Engagement Strategies; Benchmark Curriculum Trainings; SAVVAS Mathematics Trainings; AVID trainings). Supplemental personnel to support learning 2-Full Time Math Interventionists; 2-Full Time Reading Interventionists; 2 Part-Time Interventionists (1 Math/1 Reading); 4- Teacher's Aides to support classroom instruction; Supplement Mathematics Curriculum-Acaletics to support the attainment of Math skills; Before/During/ After School supplemental/tutorial sessions; Instructional Boot Camps for Students prior to testing.

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.

Student achievement in all areas of ELA did not yield significant growth in proficiency, learning gains and learning gains for students in the Bottom Quartile. Proficiency decreased from 24% to 23% from 2020-21 to 2021-22. Learning gains remained flat at 40% across both years and Bottom Quartile learning gains demonstrated a significant decrease from 52% in 2020-21 to 34% in 2021-22 (-18 percentage points).

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

2022-23 school wide ELA/Reading targets are a minimum of 41% of students in grades 3-5 on PM3 of the Florida Assessment of Student Thinking Test will score in the proficient range.

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

Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities aligned the the ELA B.E.S.T. benchmarks.

Person responsible for monitoring outcome:

Kathy Baich (kathyann.panusbaich@stlucieschools.org)

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

1. Benchmark based core Tier 1 opportunities for all students aligned to the ELA B.E.S.T. benchmarks.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices; student engagement strategies; data focused instruction and feedback; and professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based literacy routines and instructional best practices.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom.

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

1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncl.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-1-research-based-approaches-to-accelerate-learning/>
2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative-Assessment/>
4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

Action Steps to Implement

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

1. Establish clear expectations and protocols for CLP practices.
2. Ensure a transference of content from CLPs to the classroom.
3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).
4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
5. Continuous professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.

Person Responsible

Kathy Baich (kathyann.panusbaich@stlucieschools.org)

#2. Positive Culture and Environment specifically relating to Life-Skills and the Learning Environment

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

Through the analysis of student survey data (Panorama) and teacher climate survey data; as well as student discipline, attendance, and early warning system indicators it is evident that each of these indicators yield an area of concern which has impacted student achievement and teacher efficacy about student learning.

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

If we implement a single school culture, teacher efficacy will increase, students' perceptions of safety and a sense of belonging will increase. As measured by a 25% decrease in ODRs/BIRs, increase attendance among students with attendance below 90%, and increase in the Panorama survey data.

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

1. St. Lucie Elementary will implement updated Single School Culture (SSC) protocols for school-wide expectations; all staff and students will receive training on the established expectations; re-trainings and refreshers will be provided throughout the school year.
2. An I-Succeed Committee will be established to monitor student early warning systems data, SSC expectations, and Early Warning Systems Data for students - this committee will meet monthly to review school wide data and develop action plans when necessary.
3. Instructional time devoted to the development of Life Skills for students will be scheduled daily and walkthroughs conducted to monitor the fidelity of implementation; Guidance will meet regularly with administration to provide updates of student progress.
4. Life Skills groups will be implemented and supported by the Guidance team to meet the needs of students who exhibit multiple Early Warning indicators.

Person responsible for monitoring outcome:

Nikki Gomez (elizabeth.gomez@stlucieschools.org)

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

1. St. Lucie Elementary will implement updated Single School Culture (SSC) protocols for school-wide expectations.
2. An I-Succeed Committee will be established to monitor student early warning systems data, SSC expectations, and Early Warning Systems Data for students.
3. Instructional time devoted to the development of Life Skills for students will be scheduled daily in K-5 classrooms.
4. Life Skills groups will be implemented and supported by the Guidance team to meet the needs of students who exhibit multiple Early Warning indicators.

for this Area of Focus.

5. Professional development on strategies to engage students will be afforded to teachers.

Rationale for Evidence-based

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

In an effort to establish a positive learning environment at school and development a positive home-school connection with students and their families, the need to provide positive culture and life skills in the learning environment is necessary. Many of the students at St. Lucie Elementary exhibit critical needs in the areas of positive culture and life skills as exhibited by behavior and attendance data. With the successful implementation of school wide positive culture and life skills strategies, a decrease in discipline data and absenteeism will result in changes in school culture and student academic achievement. <https://www.ascd.org/el/articles/positive-culture-in-urban-schools>

Action Steps to Implement

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

1. Develop agreed upon school-wide Single School Culture expectations and develop scripts for implementation throughout the school year. (adopted by all staff).
2. Work with Single School Culture consultant Dr. Allison Adler to review protocols and make necessary adjustments.
3. Schedule time during the school day for students to engage in positive culture and life skills classes with their teachers.
4. I-Succeed, PBIS, Attendance Committees meet regularly to review Early Warning Systems Data and develop action plans as necessary.
5. Create system for PBIS token economy and the recognition of positive behavioral attributes.

Person Responsible

Nikki Gomez (elizabeth.gomez@stlucieschools.org)

#3. 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.

Although student achievement in the area Mathematics yielded increases from 2020-21 to 2021-22 in proficiency (25% to 27%), learning gains (23% to 50%), and bottom quartile learning gains (31% to 57%) - the area of proficiency still requires significant growth to meet the minimum percentage of 41%.

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

2022-23 school wide Mathematics targeted percentages are a minimum of 41% of students in grades 3-5 on PM3 of the Florida Assessment of Student Thinking Test will score in the proficient range.

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

With the adoption of a new Mathematics curriculum SAVVAS and the Mathematics B.E.S.T. benchmarks, Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities.

Person responsible for monitoring outcome:

Adrienne Mendoza (adrienne.mendoza@stlucieschools.org)

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

1. Benchmark based core and supplemental curriculum (remediation/acceleration) opportunities for all students through SAVVAS materials and supplemental programs such as i-Ready and Acaletics.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices (new Mathematics Curriculum Savvas); student engagement strategies (Kagan); supplemental curriculum (i-Ready and Acaletics); data focused instruction and feedback; and the implementation of the new B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative

for this Area of Focus.

- assessments (teacher-created and district-adopted).
- 4. Research-based routines and instructional best practices (5-E model) supported by the Mathematics B.E.S.T. benchmarks.
- 5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
- 6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom that align to the Mathematics B.E.S.T. benchmarks.

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

- 1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-1-research-based-approaches-to-accelerate-learning/>
- 2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
- 3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative-Assessment/>
- 4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

Action Steps to Implement

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

- 1. Establish clear expectations and protocols for CLP practices.
- 2. Ensure a transference of content from CLPs to the classroom.
- 3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).
- 4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
- 5. Provide additional supports to teachers with the implementation and facilitation of a newly adopted Mathematics Curriculum SAVVAS, Math Supplemental Curriculum - Acaletics, and Mathematics B.E.S.T. benchmarks.

Person Responsible

Adrienne Mendoza (adrienne.mendoza@stlucieschools.org)

#4. Instructional Practice specifically relating to Science

**Area of Focus
Description and
Rationale:**

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

Student achievement in Science did not yield growth in proficiency. Proficiency remained the same from 2020-21 to 2021-22 at 23%.

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

2022-23 school wide Science targeted percentages are a minimum of 41% for students taking the grade 5 NGSSS Science Assessment.

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

Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling.

Person responsible for monitoring outcome:

Angella Robinson (angella.robinson@stlucieschools.org)

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

1. Benchmark based core, supplemental curriculum (J&J Boot Camp) and hands-on labs will be implemented with fidelity.
2. Professional development opportunities with a focus on the implementation and monitoring of Science instructional practices; student engagement strategies (Kagan); supplemental curriculum (J&J Boot Camp); data focused instruction and feedback.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based instructional best practices will be implemented with fidelity.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom.

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

1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncl.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/part-1-research-based-approaches-to-accelerate-learning/>
2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

used for selecting this strategy.

3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative-Assessment/>

4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

Action Steps to Implement

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

1. Establish clear expectations and protocols for CLP practices.
2. Ensure a transference of content from CLPs to the classroom.
3. Monitor standards-based instruction and tasks with fidelity (design and implementation).
4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.

Person Responsible Angella Robinson (angella.robinson@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

During the 2021-22 school year 36% of students in grade 1 scored 1 or more grade levels below in Phonics and 63% of students in grade 2 scored 1 or more grade levels below in Phonics. Therefore, Phonics Acquisition will be the area of focus for students in grades K-2.

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

During the 2021-22 school year 56% of students in grade 3 and 74% of students in grade 4 scored 1 or more grade levels below in Vocabulary; 51% of students in grade 3 and 73% of students in grade 4 scored 1 or more grade levels below in Reading Comprehension of Literary text; 66% of students in grade 3 and 75% of students in grade 4 scored 1 or more grade levels below in Reading Comprehension of Informational Text. Therefore, Vocabulary Acquisition and Reading Comprehension (Literary and Informational) will be areas of focus for students in grades 3-5.

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)

K-2 students will demonstrate a grade level increase of at least 20 percentage points from 2021-22 to 2022-23 in the area of Phonics Acquisition from i-Ready Spring Diagnostic 2021-22 to I-Reading Spring Diagnostic 2022-23.

Growth in these areas will additionally be measured from F.A.S.T. Fall PM1 to Spring PM2 data.

Grades 3-5: Measureable Outcome(s)

Students in grades 3-5 will demonstrate a grade level average increase of 20 percentage points in the areas of Vocabulary Acquisition and Reading Comprehension (Literary and Informational) from I-Ready Spring Diagnostic 2021-22 to I-Ready Spring Diagnostic 2022-23. Growth in these areas will additionally be measured from F.A.S.T. Fall PM1 to Spring PM2 data.

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.

- Designated time for Collaborative Learning and Planning are scheduled for each grade level.
- Collaborative Learning and Planning sessions are attended by at least one member of the administrative team, instructional coach, and CLP trained team lead.
- On-going classroom walkthroughs with data collection protocols for both qualitative and quantitative data collection with a focus on CLP transference; Benchmark-driven lessons implemented and monitored
- On-going data collection: STAR Assessments and F.A.S.T. Reading (PM1, PM2, & PM3); i-Ready Fall and Spring Diagnostic Assessments; SLPS Unit Assessments (Grades 2-5); BAS Assessments (Reading Running Records); K-2 Progress Monitoring Tools (on-going)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Baich, Kathy, kathyann.panusbaich@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?

Benchmark Advance - Core Tier 1 Reading Program (with built-in intervention supports)

i-Reading Adaptive Reading Computer-Based Supplemental Curriculum

Leveled Literacy Intervention (LLI) - Tier II Curriculum Support for MTSS Instructional Block

Tier III Intervention Supports - Foundations; Reading Horizons; Benchmark Advanced Intervention Materials

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 Advance - Core Tier 1 Reading Program (with built-in intervention supports)

Identified Need K-2: Phonics: YES

Identified Need 3-5 Vocabulary & Reading Comprehension: YES

i-Reading Adaptive Reading Computer-Based Supplemental Curriculum

Identified Need K-2: Phonics: YES

Identified Need 3-5 Vocabulary & Reading Comprehension: YES

Leveled Literacy Intervention (LLI) - Tier II Curriculum Support for MTSS Instructional Block

Identified Need K-2: Phonics: YES

Identified Need 3-5 Vocabulary & Reading Comprehension: YES

Tier III Intervention Supports - Foundations; Reading Horizons; Benchmark Advanced Intervention Materials for Vocabulary, Fluency, and Reading Comprehension

Identified Need K-2: Phonics: YES

Identified Need 3-5 Vocabulary & Reading Comprehension: YES

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
<p>Literacy Leadership: -Monthly Meetings with a cadre of Reading Leaders within the School -Weekly walkthrough data collected on the focus areas of literacy -Instructional Leadership (Reading Certified/Endorsed Instructional Coaches and Administrators) -On-Going Literacy Trainings and Professional Development by Literacy Leadership Team and Experts in the Field of Literacy</p>	<p>Baich, Kathy, kathyann.panusbaich@stlucieschools.org</p>
<p>Literacy Coaching -Literacy Coaches highly qualified (Certified and/or Endorsed in the Area of Reading) -Monthly Literacy Coach trainings -Literacy Coach Boot Camp (January 2023)</p>	<p>Baich, Kathy, kathyann.panusbaich@stlucieschools.org</p>
<p>Assessments Assessments are planned and administered throughout the school year. -STAR and F.A.S.T. Assessments will be administered 3 times per year (PM1/PM2/PM3) -I-Ready Fall and Spring Diagnostic Assessments -St. Lucie Public Schools - Unit Assessments (Math/Science/Reading) -School created - Monthly Writing Prompts with Calibrated Collaborative Scoring -BAS assessments (Reading Running Records) administered quarterly for progress monitoring of Tier II intervention block utilizing Leveled Literacy Intervention Materials</p>	<p>Baich, Kathy, kathyann.panusbaich@stlucieschools.org</p>
<p>Professional Learning: -On-going weekly professional development opportunities during Collaborative Learning and Planning -Quarterly professional development opportunities from Benchmark Advance - Tier I from publisher -Monthly literacy professional development provided by literacy coaches, literacy interventionists, and administrators. -Reading Endorsement Coursework provided by District Teaching & Learning Department</p>	<p>Baich, Kathy, kathyann.panusbaich@stlucieschools.org</p>

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.

St. Lucie Elementary has adopted a Single School Culture whereby the expectations for all learners are explicitly shared with students to foster a school culture of excellence for all. We strive to improve school culture and climate for all stakeholders: teachers, staff, students, families, and community members. Through the implementation of PBIS students are recognized for their positive contributions to the academic and social environment. "Rising Star of the Month" events are held to recognize students for exhibiting school-wide expectations, additionally faculty and staff are recognized through the adult PBIS recognition system for their contributions to building a positive environment for students and their colleagues. The administrative team at St. Lucie Elementary prides itself in having an open door policy for all faculty, staff, students, and parents to share celebrations and express concerns. The school Faculty Council meets monthly as a governing body for staff to learn about school-wide initiatives and events, as well as it serves as venue to express concerns impacting the faculty and staff of the school. Additionally, the School Advisory Council (SAC) meets monthly and is made up of Faculty, Staff, Parents, Community Members, and the Principal to serve as a governing body for the school.

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

Principal and Assistant Principals - Promote collaboration among staff members and support an environment where teachers can share best practices that are responsive to the needs of their colleagues and their students. The administrative team promotes school wide strategies that promote collegiality among teachers and staff. Additionally, the administrative team promotes a positive school culture by supporting families and students by being available to meet the needs of this important group of stakeholders.

TSA/Dean - Supports student disciplinary concerns and provides positive alternatives for students demonstrating difficulties in the learning environment. Through positive behavior supports and one-to-one meetings our TSA/Dean meets the needs of students who require Tier 2 and Tier 3 behavioral supports. School Counselors-Support a positive culture and environment through providing lessons and support groups for students who exhibit critical needs as demonstrated by Early Warning Indicators. Through small group supports and whole class lessons the school counselors ensure students feel safe and secure in their learning environment.

Teachers support a positive school culture and environment by implementing Single School Culture scripts and protocols on a daily basis. By supporting PBIS initiatives teachers reward students for their positive interactions with themselves and others by celebrating their success.