Savanna Ridge Elementary School

2022-23 Schoolwide Improvement Plan

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Savanna Ridge Elementary School

6801 SE LENNARD RD, Port St Lucie, FL 34952

http://www.stlucie.k12.fl.us/sre/

Demographics

Principal: Roberto Bonsenor

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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 (38%) 2018-19: C (47%) 2017-18: B (58%)
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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All students will learn at Savanna Ridge Elementary. Through a nurturing environment, which supports quality and equitable achievement, we will create a strong educational foundation on which future experiences can be built.

Provide the school's vision statement.

Savanna Ridge Elementary will provide a world class education to all students through the use of quality instruction, technology and real life experiences. We will instill leadership principles in an effort to have our students thrive in the 21st century.

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
Bonsenor, Roberto	Principal	Principal: Provides a common vision for the use of data-based & shared decision-making and ensures that the school-based team is implementing district and school initiatives The team will meet on a monthly basis as a minimum. The School Leadership Team will be focusing on several major initiatives that include Data Analysis, Standards Based Instruction, Collaborative Learning and Planning, implementation of BEST standards, Progress Monitoring (PM) data, Response to Literature, Discipline Data, iReady data, instructional staff support and needs, and providing professional growth opportunities to teachers and staff.
Xanthopoulos, Eileen	Assistant Principal	Assists in the development and monitoring of the instructional programs. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability. Responds to written and oral requests for information. Serves as a member of committees and attends meetings as the Principal shall direct. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.) equipment, and furniture as needed for instructional and non-instructional personnel. Maintains relationships with staff, students and parents to create a positive school climate. Prepares and maintains required records and reports for data analysis. Assists in establishing guides for proper student conduct and maintaining student discipline. Discusses and resolves individual student problems. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs. Assists in establishing and maintaining an effective learning climate in the school. Follow district policies and procedures related to human resources, finances, curriculum initiatives. Performs other duties as designated by the Principal.
Motto, Rene	Reading Coach	Facilitates the data/curriculum meetings in reference to content support with emphasis on reading, writing and researched based instructional strategies. Provides data to monitor instruction and identify trends/needs across the grade level and within specific classrooms. To collaborate with teachers to develop action plans to assist identified students. To be a learner and practitioner of pertinent research in the area of assignment. To assist students with deficiencies within the RtI (Response to Intervention) model. To coach teachers in the fidelity of implementation of district standards initiative. To model for teachers proven techniques of teaching, based on the framework for quality

Name	Position Title	Job Duties and Responsibilities
		instruction. To engage teachers in Coaching Cycles to support areas of need based on classroom observations and teacher feedback. To facilitate collaboration/discussion of information, regarding successful strategies, among faculty members. To facilitate relevant professional development to improve teachers' professional practices. To assist teachers in testing, analyzing, and using diagnostics and progress monitoring test data to identify "root cause" for poor performance To improve/enhance students' performance, through suggestion/discussion of strategies for remediation or acceleration. To review outcome measures of standardized assessments to identify students needing special intervention. To help teachers plan and identify effective resources for instruction. To meet on a regular basis, with the other site-based (and district) coaches, in a network to receive professional development and to share effective instructional practices. To demonstrate interpersonal skills as member of an academic coaching team and build trust with teachers and school leadership. To perform assigned tasks in a timely and efficient manner. To perform assigned tasks with a high standard of quality. To perform other duties as directed by the principal.
Lamora, Samantha	Reading Coach	Facilitates the data/curriculum meetings in reference to content support with emphasis on reading, writing, math and researched based instructional strategies. Provides data to monitor instruction and identify trends/needs across the grade level and within specific classrooms. To collaborate with teachers to develop action plans to assist identified students. To be a learner and practitioner of pertinent research in the area of assignment. To identify and formulate a plan for students with deficiencies within the RtI (Response to Intervention) model. To coach teachers in the fidelity of implementation of district standards initiative. To model for teachers proven techniques of teaching, based on the framework for quality instruction. To engage teachers in Coaching Cycles to support areas of need based on classroom observations and teacher feedback. To facilitate collaboration/discussion of information, regarding successful strategies, among faculty members. To facilitate relevant professional development to improve teachers' professional practices. To assist teachers in testing, analyzing, and using diagnostics and progress monitoring test data to identify "root cause" for poor performance

Name	Position Title	Job Duties and Responsibilities
		To improve/enhance students' performance, through suggestion/discussion of strategies for remediation or acceleration. To review outcome measures of standardized assessments to identify students needing special intervention. To help teachers plan and identify effective resources for instruction. To meet on a regular basis, with the other site-based (and district) coaches, in a network to receive professional development and to share effective instructional practices. To demonstrate interpersonal skills as member of an academic coaching team and build trust with teachers and school leadership. To perform assigned tasks in a timely and efficient manner with a high standard of quality. To perform other duties as directed by the principal.
Moulton, Michael	Math Coach	Facilitates the data/curriculum meetings in reference to content support with emphasis on math and researched based instructional strategies. Provides data to monitor instruction and identify trends/needs across the grade level and within specific classrooms. To collaborate with teachers to develop action plans to assist identified students. To be a learner and practitioner of pertinent research in the area of assignment. To identify and formulate a plan for students with deficiencies within the RtI (Response to Intervention) model. To coach teachers in the fidelity of implementation of district standards initiative. To model for teachers proven techniques of teaching, based on the framework for quality instruction. To engage teachers in Coaching Cycles to support areas of need based on classroom observations and teacher feedback. To facilitate collaboration/discussion of information, regarding successful strategies, among faculty members. To facilitate relevant professional development to improve teachers' professional practices. To assist teachers in testing, analyzing, and using diagnostics and progress monitoring test data to identify "root cause" for poor performance To improve/enhance students' performance, through suggestion/discussion of strategies for remediation or acceleration. To review outcome measures of standardized assessments to identify students needing special intervention. To help teachers plan and identify effective resources for instruction. To meet on a regular basis, with the other site-based (and district) coaches, in a network to receive professional development and to share effective instructional practices. To demonstrate interpersonal skills as member of an academic coaching

Name	Position Title	Job Duties and Responsibilities
		team and build trust with teachers and school leadership. To perform assigned tasks in a timely and efficient manner with a high standard of quality. To perform other duties as directed by the principal.

Demographic Information

Principal start date

Tuesday 8/2/2022, Roberto Bonsenor

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.*

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.*

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

467

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

9

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

9

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	55	62	66	79	69	71	0	0	0	0	0	0	0	402
Attendance below 90 percent	31	22	25	27	31	27	0	0	0	0	0	0	0	163
One or more suspensions	2	1	1	2	1	4	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	31	21	32	0	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	25	24	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	31	21	32	0	0	0	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	12	21	15	17	24	16	0	0	0	0	0	0	0	105
One or more suspensions	1	0	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	29	20	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	36	21	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	3	1	1	0	0	0	0	0	0	0	5

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	0	0	20	29	18	0	0	0	0	0	0	0	67

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	12	21	15	17	24	16	0	0	0	0	0	0	0	105
One or more suspensions	1	0	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	29	20	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	36	21	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	3	1	1	0	0	0	0	0	0	0	5

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	0	0	20	29	18	0	0	0	0	0	0	0	67

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	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	46%	56%				51%	50%	57%
ELA Learning Gains	47%						58%	55%	58%
ELA Lowest 25th Percentile	41%						54%	54%	53%
Math Achievement	38%	43%	50%				49%	53%	63%
Math Learning Gains	37%						35%	50%	62%
Math Lowest 25th Percentile	30%						21%	42%	51%
Science Achievement	34%	50%	59%				58%	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	36%	50%	-14%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	51%	51%	0%	58%	-7%
Cohort Comparison		-36%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	48%	6%	56%	-2%
Cohort Comparison		-51%				

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	51%	55%	-4%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	57%	54%	3%	64%	-7%
Cohort Comparison		-51%				
05	2022					
	2019	36%	47%	-11%	60%	-24%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	46%	8%	53%	1%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	43	43	19	21	20	6				
ELL	38	43		33	39		27				
BLK	25	48		23	41	33	20				
HSP	44	46	36	44	46		45				
WHT	38	45		40	26		45				
FRL	36	44	36	36	37	35	30				

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	6			15							
ELL	41	50		33	27		27				
BLK	27	57		18	25		38				
HSP	47	50		45	47		33				
WHT	55	59		54	45		68				
FRL	40	53	57	34	31	42	47				
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	43	50	27	30	26	15				
ELL	50	47		41	35						
BLK	42	45	38	40	27	13	46				
HSP	46	57	50	46	38	27	48				
WHT	63	70	71	60	41	25	73				
FRL	51	58	50	45	38	18	55				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	32
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	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Decrease in Proficiency in ELA, Math, and Science
- Decrease in Learning Gains in both ELA and Math

ELA:
3rd Grade: - 26% Point decreased from 2021-2022
4th Grade: + 6% Point increased from 2021-2022
5th Grade: - 5% Point decreased from 2021-2022
Math:
3rd Grade: - 10% Point decreased from 2021-2022
4th Grade: - 11% Point decreased from 2021-2022
5th Grade: - 15% Point decreased form 2021-2022

5th Grade Science:
9% Point decrease from 2021-2022

Students With Disability: Federal Index of 24% which is below 41%
Black/African American Students: Federal Index of 32 which is below 41%
White Students: Federal Index of 39% which is below 41%

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

The greatest need for improvement is for increase in proficiency in the following areas for grades 3, 4, and 5:
- ELA
- Math
- Science

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

Some of the contributing factors to this need for improvement are as follows:
- Personnel retention
- Planning for Consistent Benchmark instruction
- Delivering Benchmark-aligned instruction

The following new actions would need to be taken to address this need for improvement:

- Support teacher Aligning appropriate resources
- Support teacher with planning Benchmark aligned instruction during CLP
- Support for teachers with delivering benchmark-aligned instruction
- Survey teachers to determine needs and plan for PD, modeling of lessons, and additional pedagogy support
- Provide Benchmark Advance and Savvas Professional Development for planning, delivering, and modeling

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

4th Grade ELA comparison by grade from previous school year.

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

Our 4th grade cohort is the prior year's 3rd grade group which scored 54% proficiency on their FSA. The group has moved up from primary well prepared to show they were reading to learn and not in need of high levels of support in learning to read.

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

Focus on CLP by implementing the following:
- Revise CLP Agenda
- Require submission of agenda by all teams weekly
- Examining student work
- Train all teachers in protocol for this strategy
- Maintain steady focus on teaching to the language of the standards and continue to increase the academic grade level vocabulary
-Engage in discussion focused on the "How" of teaching and learning for daily lessons
-Build capacity in understanding/executing Benchmark daily lessons/resources
- Science will be focusing on planning for laboratory session to apply learning along with using Penda to practice prior grade learning (3rd and 4th)
- ESE Support Facilitation Teachers will be part of CLP grade sessions
- Lesson Plans will reflect a portion for planning for ESE
- Deliberate discussions during CLP pertaining to the needs of SWD, Black/African American, and White Students will be part of weekly sessions

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.

PD focused on the following:
Math BEST Standard
ELA BEST Standards
SAVVAS
Benchmark

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

Increase in personnel by adding 2 additional interventionist: math full time for K-2 and reading part-time supporting 90% high achievers.

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.	English Language Arts (ELA) Proficiency - End-of-year standardized data, along with Trend data collected indicated that the majority of students performing below grade level proficiency in ELA (38%) lacked consistency in instruction related to grade-appropriate benchmarks. Besides the fact that Collaborative Learning and Planning (CLP) was consistent and driven by coaches, trend data demonstrated that 27% of grades 3-5 classroom teachers evidenced inconsistent or lack of lesson execution relating to standard-based planning of instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through quality implementation of the B.E.S.T standards, we expect to see an increase in proficiency as measured by Progress Monitoring, iReady data, and Unit Assessments to at least 43% in ELA proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of this area of focus will be through CLP, and data chats. In addition, classroom walkthroughs to ensure quality instruction and to provide feedback for pedagogical improvement focused on execution of lessons with fidelity to the grade level standards-based planning. This will allow the leadership team to provide feedback leading to improvement in planning and pedagogical practice.
Person responsible for monitoring outcome:	Roberto Bonsenor (roberto.bonsenor@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Continue to collaboratively plan grade level standards-based instruction 2. Plan for PD on new benchmarks 3. Plan for PD on training from textbook companies 4. Plan for rigorous tasks aligned 5. Plan with high emphasis on small group instructions 6. Coaches will intentionally provide alignment to instructional resources readily available for teachers. 7. High focus on coaching and modeling 8 .Deliberate lesson planning for SWD driven by ESE and classroom teachers 9. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie.,, iReady, FAST, STAR, and CFUss 10. Dissecting subgroup (SWD, AF, W) data during data chat
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Alignment of instructional resources as it relates to instruction is key to lesson plan implementation so that learning takes place fluidly. This will allow for students to learn, practice and apply knowledge and skills.

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. Support teachers with delivering benchmark-aligned instruction during Collaborative Learning and Planning (CLP) Schedule for the year to align ELA standard and resource

2. Support teachers by providing Professional Development on new Benchmarks Advance and Savvas and follow-up during CLP and in class to model as needed

3. Support teacher with rigorous tasks aligned

4. Support in planning for small group instructions

5. Conduct Data chat to monitor students' data and focus on students' needs

6. Include ESE teachers in Data Chat planning to best meet the needs of students when pushing in for support.

7. Support in monitoring proficient, close to proficiency, and dropped proficiency students.

8. Conduct walkthroughs for Look-Fors to collect trend data and provide feedback along with coaching

9. Coaches will intentionally support to provide alignment to instructional resources readily available for teachers.

Person Responsible   Roberto Bonsenor (roberto.bonsenor@stlucieschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math Proficiency - End-of-year standardized data, along with Trend data collected indicated that the majority of students performing below grade level proficiency in math (38%) lacked consistency in instruction related to grade-appropriate benchmarks. Besides the fact that Collaborative Learning and Planning (CLP) was consistent and driven by coaches, trend data demonstrated that 27% of grades 3-5 classroom teachers evidenced inconsistent or lack of lesson execution relating to standard-based planning of instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through quality implementation of the B.E.S.T standards, we expect to see an increase in proficiency as measured by Progress Monitoring, iReady data, and Unit Assessments to at least 43% in math proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of this area of focus will be through CLP, and data chats. In addition, classroom walkthroughs to ensure quality instruction and to provide feedback for pedagogical improvement focused on execution of lessons with fidelity to the grade level standards-based planning. This will allow the leadership team to provide feedback leading to improvement in planning and pedagogical practice.
Person responsible for monitoring outcome:	Roberto Bonsenor (roberto.bonsenor@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Collaboratively plan for grade level standards-based instruction 2. Plan for PD focusing on new benchmarks 3. Plan for PD on training from textbook companies 4. Plan for rigorous tasks aligned 5. Plan with high emphasis on small group instructions 6. High focus on coaching and modeling 7 .Deliberate lesson planning for SWD driven by ESE and classroom teachers 8. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie.,, iReady, FAST, STAR, and CFUss 9. Dissecting subgroup (SWD, AF, W) data during data chat
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When teachers collaborate on their planning and teaching, they are better able to meet the needs of diverse students. Key alignment is the professional development associated with all the new learning taking place this year focusing on the BEST standards. This will support teachers on specifically meeting the needs of all small as they plan small group instruction.

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. Support teachers with delivering benchmark-aligned instruction during Collaborative Learning and Planning (CLP) Schedule for the year to align ELA standard and resource
2. Support teachers by providing Professional Development on new Benchmarks and Savvas and follow-up during CLP and in class to model as needed

3. Support teacher with rigorous tasks aligned
4. Support in planning for small group instructions
5. Conduct Data chat to monitor students' data and focus on students' needs
6. Include ESE teachers in Data Chat planning to best meet the needs of students when pushing in for support.
7. Support in monitoring proficient, close to proficiency, and dropped proficiency students.
8. Conduct walkthroughs for Look-Fors to collect trend data and provide feedback along with coaching
9. Coaches will intentionally support to provide alignment to instructional resources readily available for teachers.

Person Responsible   Roberto Bonsenor (roberto.bonsenor@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

The following areas of focus have been identified by progress monitoring using iReady:
K - Phonemic Awareness Focus
Grade 1 - Phonemic Awareness and Phonics
Grade 2 - Phonics and Vocab.
According to iReady, the percentages of students who are not on track to score level 3 or above on the statewide assessment are as follows: K: 29%, 1: 60%, 2: 53%, 3: 49%
According to iReady, an overall percentage of students who are not on track to score level 3 or above on the statewide assessment for K-3 is 48%.

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

The following areas of focus have been identified by progress monitoring using iReady:
Grade 3 - Phonics, Vocab, And Comp.; Grade 4 - Vocab. and Comp.; Grade 5 - Vcoab. and Comp.

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)

In looking at our 1st Grade data, our achievement goal will be to close the gap in phonemic awareness and phonics for the current 2nd graders who showed 60% would not be proficient on the state assessment in 3rd grade. We will accomplish this through targeted instruction using Heggerty daily in the 2nd grade classrooms as a Tier 1 system for phonemic awareness to focus on the 44% who have demonstrated a deficit in this area. To target the phonics, we will supplement phonics instruction using Reading Horizons in Tier 2 and Tier 3 for identified students. In Tier 1, we will utilize Benchmark Advance phonics as a system of instruction. This will focus on the 67% of students who have demonstrated a deficit in this area.

In looking at our 2nd Grade data, our achievement goal will be to close the gap in phonics and vocab. for the current 3rd graders who showed 53% would not be proficient on the state assessment in 3rd grade. We will accomplish this through targeted instruction using in Tier 1 using Benchmark Advance to focus on the 56% of students who have demonstrated a deficit in this area. We will supplement phonics instruction using Reading Horizons in Tier 2 and Tier 3 for identified students. To focus on vocab. deficit displayed by 60% of our students, we will support instruction in Tier 1 using word walls, Frayer models, and small group support.

We will monitor for this gap closure in both grade levels through the progress monitoring data as well as iReady diagnostic and growth check data. District testing will also provide insight in student growth.

Grades 3-5: Measureable Outcome(s)

In looking at our 3rd Grade data, our achievement goal will be to close the gap in phonics, vocab., and comp. for the current 4th graders who showed 49% would not be proficient on the state assessment in 3rd grade. We will accomplish this through targeted instruction using in Tier 1 using Benchmark Advance to focus on the 42% of students who have demonstrated a deficit in this area. We will supplement phonics instruction using Reading Horizons in Tier 2 and Tier 3 for identified students. To focus on vocab. deficit displayed by 47% of our students, we will support instruction in Tier 1 using word walls, Frayer models, and small group support. To support the 59% of students who displayed a deficit in comprehension, strategic small groups at the Tier 1 level is a critical focus, along with exposure to a variety of text types and structures and rich student discourse about various aspects of the text

We will monitor for this gap closure through the progress monitoring data as well as iReady diagnostic and growth check data. District testing will also provide insight in student growth.

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.

Our iReady diagnostic, along with the PM data and Unit Assessments will support in monitoring as we continue to compare it to our mid-year data and end of year assessment.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lamora, Samantha, samantha.lamora@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?

In order to meet our improvement goals we will implement the following strategies/practices in the identified areas across grade levels:
Vocabulary: Marzano and Benchmark Vocabulary Strategies with an intentional focus on developing standards-based academic vocabulary.
Comprehension: Data-driven, differentiated, small group instruction using various types of texts and text structures to ensure a variety of exposures. Attention to all aspects as presented in Scarborough's Reading Rope as a means of improving all aspects of reading.
Reading through Writing/Writing through Reading: Reinforce the reading/writing connection in order to strengthen reading comprehension and communication skills through response to text. Use organizers/ Thinking Maps to help students' process, organize and present information.
Facilitate Accountable Talk/Student Discourse in order to allow students opportunities to process information through oral rehearsal and provide exposure to varied points of view.
Embed Kagan Cooperative Structures to increase engagement and enhance learning for all types of learners.

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?

Vocabulary-By implementing Research based strategies and placing an intentional focus on academic vocabulary we will be able to provide our students (across grade levels) opportunities to process, connect and acquire new vocabulary in relevant-meaningful ways.

Comprehension: Data driven small group instruction will enable us to target/remediate the individual needs of each student in a setting that "meets them where they are" and scaffolds them toward mastery of grade level standards. Ongoing instruction/monitoring of specific components as identified in Scarborough's Reading Rope will ensure targeted support in various elements necessary to build strong readers/writers.
Use of organizers/Thinking Maps to assist students, of all levels, process, organize and present information.

Implement Accountable Talk/Student Discourse in order to allow students opportunities to process information through oral rehearsal and provide exposure to varied points of view.

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
Action Step #1: Ongoing Learning to support/ensure effective teaching practices Literacy Leadership: The leadership team will conduct focused classroom walk throughs in order to gather trend data and provide actionable feedback. Literacy Coaching: In the context of CLP Literacy/Instructional Coaches will support processing of standards and planning for alignment of lessons and expected outcomes. Coaches will engage teachers in Coaching Cycles to support lesson delivery and ensure effective/quality instruction. Coaches will provide ongoing support to familiarize teachers with Benchmark lessons and resources. Assessment: Lead teachers in data analysis (weekly data chats), from a variety of sources including; state PM, iReady Diagnostics, Unit Assessments, Daily Checks for Understanding in order to drive whole and small group instructional decisions. Professional Learning: Teachers will refine their craft in the context of CLP as they discuss the "how" of lesson delivery. Professional Development: Based on needs, SIP, observations and teachers survey.	Motto, Rene, rene.motto@stlucieschools.org
Action Step 2: Ongoing Feedback through Classroom Visits/Observations Literacy Leadership: The leadership team will conduct focused classroom walk throughs in order to gather trend data and provide actionable feedback. Literacy Coaching: In the context of CLP Literacy/Instructional Coaches will provide and obtain feedback to support areas of need as observed (Domains 1 & 2) Coaches will engage teachers in Coaching Cycles to support lesson delivery and ensure effective/quality instruction. Assessment: Lead teachers in data analysis (weekly data chats), and collegial discussion including evaluation of student work samples, in order to identify strengths and barriers to learning and to plan for strategies that will provide enrichment and/or remediation. Professional Learning: Teachers will refine their craft in the context of CLP as they discuss the "how" of lesson delivery. Professional Development based on needs that align with initiatives described in the school SIP plan, as well as classroom observations and teacher feedback.	Motto, Rene, rene.motto@stlucieschools.org
Ongoing Data Analysis to Drive Instruction: Literacy Leadership: The leadership team will conduct classroom walk throughs to gather trend data and provide feedback on the "Look Fors" Literacy Coaching: In the context of Data Chats Administration and Coaches will lead teachers in data analysis (and subsequent reflection) to identify areas of strength/ need as evidenced by various data sources. Teachers will use data to drive small group instruction Assessment: Lead teachers in data analysis (weekly data chats), and discussion including evaluation of student work samples in order to identify strengths and barriers to learning and to plan for enrichment and/or remediation. Qualitative data sources will include; iReady, Unit Assessments, PM Data and daily Checks for Understanding. Teacher feedback/observation will also be considered. Professional Learning: Focus on assessments, trends and student needs.	Motto, Rene, rene.motto@stlucieschools.org

Positive Culture & Environment

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

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

We will continue to build positive relationships with all stakeholders by hosting the following
events:
Open House
K Open House
K Orientation
Parent Empowerment Night
Curriculum Nights
Fall Festival
Cultural Heritage Festival
Student Led Conferences
Students will be recognized through Honor Roll, Perfect Attendance and Leader of the Month
assemblies which parents are invited to attend. We will communicate with parents using
Progress Reports, Report Cards, Facebook, school marquee, parent newsletters, and School
Messenger. SAC and PTO are avenues for parents to become involved in school
improvement and supporting the school operations.
- Commitment to utilizing Panorama data to target student groups for Whole and small group SEL
instruction from school counselor and school social worker.
-Monthly SEL themes across classrooms and grade levels that incorporate into daily Harmony lessons.

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

School Administration - Principal and Assistant Principal
Multi-Cultural Committee
Instructional Coaches - Samantha Lamora and Rene Motto
Media Specialist - Ms. Dawkins
Parent Teacher Organization Members
School Advisory Council (SAC)
School Counselor- providing the four direct services to all students as needed by gathering data from all
sources
School Social Worker- attendance, community resources

Business Partners:
- School Resource Officer- student safety, providing classroom lessons on safety
- Publix - Donations and Math Night Out
- St. Lucie Draft House - Gift Card Donations
- Too Good for Drugs