

St. Lucie Public Schools

Savanna Ridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 12 |
| III. Planning for Improvement | 17 |
| IV. ATSI, TSI and CSI Resource Review | 23 |
| V. Reading Achievement Initiative for Scholastic Excellence | 23 |
| VI. Title I Requirements | 28 |
| VII. Budget to Support Areas of Focus | 30 |

Savanna Ridge Elementary School

6801 SE LENNARD RD, Port St Lucie, FL 34952

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Bonsenor, Roberto | Principal | <p>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</p> <p>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,</p> <p>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.</p> |
| Xanthopoulos, Eileen | Assistant Principal | <p>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.</p> <p>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.</p> <p>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.</p> |
| Lamora, Samantha | Instructional Coach | <p>Facilitates the data/curriculum meetings in reference to content support with emphasis on reading, writing, math and researched based instructional strategies.</p> <p>Provides data to monitor instruction and identify trends/needs across the grade level and within specific classrooms.</p> <p>To collaborate with teachers to develop action plans to assist identified students.</p> <p>To be a learner and practitioner of pertinent research in the area of assignment.</p> <p>To identify and formulate a plan for students with deficiencies within the RtI (Response to Intervention) model.</p> <p>To coach teachers in the fidelity of implementation of district standards initiative.</p> |

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>To assist teachers in testing, analyzing, and using diagnostics and progress monitoring test data to identify “root cause” for poor performance</p> <p>To improve/enhance students’ performance, through suggestion/discussion of strategies for remediation or acceleration.</p> <p>To review outcome measures of standardized assessments to identify students needing special intervention.</p> <p>To help teachers plan and identify effective resources for instruction.</p> <p>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.</p> <p>To demonstrate interpersonal skills as member of an academic coaching team and build trust with teachers and school leadership.</p> <p>To perform assigned tasks in a timely and efficient manner with a high standard of quality.</p> <p>To perform other duties as directed by the principal.</p> |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council (SAC) was presented with schoolwide data on August 23, 2023 and the proposed School Improvement Plan (SIP) goals and provided opportunity for input, feedback, and suggestions regarding the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored (quarterly or as needed) based on data trends observed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---------------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 69% |

| | |
|--|---|
| 2022-23 Economically Disadvantaged (FRL) Rate | 79% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | Yes |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: D 2019-20: C 2018-19: C 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 9 | 22 | 21 | 21 | 16 | 12 | 0 | 0 | 0 | 101 | |
| One or more suspensions | 2 | 2 | 1 | 2 | 2 | 3 | 0 | 0 | 0 | 12 | |
| Course failure in English Language Arts (ELA) | 0 | 15 | 7 | 20 | 0 | 0 | 0 | 0 | 0 | 42 | |
| Course failure in Math | 0 | 13 | 8 | 29 | 0 | 0 | 0 | 0 | 0 | 50 | |
| Level 1 on statewide ELA assessment | 0 | 16 | 3 | 7 | 20 | 11 | 0 | 0 | 0 | 57 | |
| Level 1 on statewide Math assessment | 0 | 21 | 14 | 31 | 15 | 12 | 0 | 0 | 0 | 93 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 5 | 21 | 23 | 29 | 20 | 19 | 0 | 0 | 0 | 117 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 29 | 23 | 42 | 20 | 15 | 0 | 0 | 0 | 130 |

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 31 | 22 | 25 | 27 | 31 | 27 | 0 | 0 | 0 | 163 | |
| One or more suspensions | 2 | 1 | 1 | 2 | 1 | 4 | 0 | 0 | 0 | 11 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 31 | 21 | 32 | 0 | 0 | 0 | 84 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 22 | 25 | 24 | 0 | 0 | 0 | 71 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 31 | 21 | 32 | 0 | 0 | 0 | 84 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 31 | 22 | 25 | 27 | 31 | 27 | 0 | 0 | 0 | 163 |
| One or more suspensions | 2 | 1 | 1 | 2 | 1 | 4 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 31 | 21 | 32 | 0 | 0 | 0 | 84 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 22 | 25 | 24 | 0 | 0 | 0 | 71 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 31 | 21 | 32 | 0 | 0 | 0 | 84 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 30 | 20 | 40 | 22 | 15 | 0 | 0 | 0 | 128 |

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 42 | 44 | 53 | 38 | 46 | 56 | 44 | | |
| ELA Learning Gains | | | | 47 | | | 55 | | |
| ELA Lowest 25th Percentile | | | | 41 | | | 63 | | |
| Math Achievement* | 47 | 52 | 59 | 38 | 43 | 50 | 39 | | |
| Math Learning Gains | | | | 37 | | | 40 | | |
| Math Lowest 25th Percentile | | | | 30 | | | 44 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 53 | 49 | 54 | 34 | 50 | 59 | 47 | | |
| Social Studies Achievement* | | | | | 59 | 64 | | | |
| Middle School Acceleration | | | | | 52 | 52 | | | |
| Graduation Rate | | | | | 42 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 67 | 58 | 59 | 67 | | | 53 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 50 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 251 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 332 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 32 | Yes | 4 | |
| ELL | 49 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 37 | Yes | 2 | |
| HSP | 52 | | | |
| MUL | 54 | | | |
| PAC | | | | |
| WHT | 47 | | | |
| FRL | 48 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 24 | Yes | 3 | 2 |
| ELL | 41 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 32 | Yes | 1 | |
| HSP | 46 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 39 | Yes | 1 | |
| FRL | 41 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 42 | | | 47 | | | 53 | | | | | 67 |
| SWD | 25 | | | 42 | | | | | | | 3 | |
| ELL | 36 | | | 48 | | | 54 | | | | 5 | 67 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 36 | | | 33 | | | 36 | | | | 4 | |
| HSP | 47 | | | 47 | | | 59 | | | | 5 | 65 |
| MUL | 50 | | | 58 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 39 | | | 52 | | | 57 | | | | 4 | |
| FRL | 40 | | | 46 | | | 52 | | | | 5 | 63 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 38 | 47 | 41 | 38 | 37 | 30 | 34 | | | | | 67 |
| SWD | 16 | 43 | 43 | 19 | 21 | 20 | 6 | | | | | |
| ELL | 38 | 43 | | 33 | 39 | | 27 | | | | | 67 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 25 | 48 | | 23 | 41 | 33 | 20 | | | | | |
| HSP | 44 | 46 | 36 | 44 | 46 | | 45 | | | | | 62 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 38 | 45 | | 40 | 26 | | 45 | | | | | |
| FRL | 36 | 44 | 36 | 36 | 37 | 35 | 30 | | | | | 71 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 44 | 55 | 63 | 39 | 40 | 44 | 47 | | | | | 53 |
| SWD | 6 | | | 15 | | | | | | | | |
| ELL | 41 | 50 | | 33 | 27 | | 27 | | | | | 53 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 27 | 57 | | 18 | 25 | | 38 | | | | | |
| HSP | 47 | 50 | | 45 | 47 | | 33 | | | | | 56 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 55 | 59 | | 54 | 45 | | 68 | | | | | |
| FRL | 40 | 53 | 57 | 34 | 31 | 42 | 47 | | | | | 52 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 44% | 46% | -2% | 54% | -10% |
| 04 | 2023 - Spring | 48% | 52% | -4% | 58% | -10% |
| 03 | 2023 - Spring | 38% | 42% | -4% | 50% | -12% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 42% | 52% | -10% | 59% | -17% |
| 04 | 2023 - Spring | 58% | 56% | 2% | 61% | -3% |
| 05 | 2023 - Spring | 46% | 48% | -2% | 55% | -9% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 50% | 47% | 3% | 51% | -1% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 2022-2023 data for English Language Arts shows the lowest performance (3-5 at 44% proficiency) compared to Math and Science. Proficiency as follows by grade level:

3rd - 38%

4th - 49%

5th - 44%

The main contributing factor to this being the lowest performance was that 60% of the teachers in grade 3-5 were new to the grade and the grade level Benchmarks.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No data components show a decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 2022-2023 data component with the greatest gap compared to the state average is Math at 50% proficient where the state is at 59% proficient.

Having a new math curriculum was the highest contributing factor to being below the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 2022-2023 data component that shows the most improvement is 5th grade science. This year we were very strategic in making sure we had a consistent teacher for science and added more hands on activities to apply knowledge learned.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our two areas of concern are:

1. Attendance
2. Students with a reading deficiency

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA/Reading Proficiency
2. Math Proficiency
3. ELA/Reading Learning Gains
4. Math Learning Gains

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

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

SRE's Family Climate Survey Results from Spring 2023 rated the lowest on the following areas:

-Adults in the school are committed to improving the school rated at 60%

-Adults in the school help children believe they can accomplish tasks rated at 66%

Monitoring:

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

We will monitor the number of participating parents/families attending schoolwide events and school/parents committee.

Parents will be surveyed at every parent night to provide an opportunity to share ideas and feedback for future events.

In addition, 2 surveys will be sent out to all families via email and school Messenger:

-Fall Family Survey

-Spring Family Survey

Person responsible for monitoring outcome:

Samantha Lamora (samantha.lamora@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reaching all families by having information in multiple languages to advertise parent nights and having simultaneous translations at events.

Plans hands on activities relevant to student's grade level to educate families

CLP will focus on lessons that provide Grade Level Standards-Based Tasks that will be used upon use of the gradual release model to ensure that students accomplish tasks successfully.

PBIS implemented across the campus focusing on student and staff positive behaviors that demonstrate commitment to improving the school aligned with meaningful and frequent celebrations and recognition accompanied with incentives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is research-based and proven to make an impact at in our campus.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- PBIS trains all faculty and staff at the beginning of the year
- PBIS team/committee has planned events and incentives for students and staff
- Parent Family Engagement Liaison team will plan family events for the year

Person Responsible: Michael Moulton (michael.moulton@stlucieschools.org)

By When: -Pre-School Week -Monthly PBIS Committee Meetings -PBIS Monthly Events for Students - On-going through the year and adjust based on committee recommendations

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.

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Arts (ELA) Proficiency - End-of-year standardized data, along with trend data collected indicated that the majority of students performed below grade level proficiency in ELA (44%). This was mainly due to new standards and mastery across the grade levels aligned with 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 there were some classroom teachers challenged with 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 50% 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. iReady will be used as focus for Tier 1 instruction across all grade levels
2. Heggerty and Reading Horizons will be used for the primary grades for Tier 1 instruction and to support in Tier 2 in upper grades as the data dictates
3. Continue to collaboratively plan grade level standards-based instruction
4. Intentional focus on the gradual release model
5. Fidelity of lesson execution monitored by the school's Look-fors
6. Plan for PD on training for Benchmark Advance Curriculum
7. Plan for rigorous tasks aligned
8. Plan with high emphasis on small group instructions
9. Coaches will intentionally provide alignment to instructional resources readily available for teachers.
10. High focus on coaching and modeling
11. Deliberate lesson planning for SWD driven by ESE and classroom teachers
12. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie., iReady, FAST, STAR, and CFUss
13. Dissecting subgroup (SWD, AF, W) data during data chat

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Continue to collaboratively plan grade level standards-based instruction
2. Intentional focus on the gradual release model
3. Fidelity of lesson execution monitored by the school's Look-fors
4. Plan for PD on training for SAVVAS Curriculum
5. Plan for rigorous tasks aligned
6. Plan with high emphasis on small group instructions
7. Coaches will intentionally provide alignment to instructional resources readily available for teachers.
8. High focus on coaching and modeling
9. Deliberate lesson planning for SWD driven by ESE and classroom teachers
10. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie., iReady, FAST, STAR, and CFUss
11. Dissecting subgroup (SWD, AF, W) data during data chat

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

By When: May 2024

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math Proficiency - End-of-year standardized data, along with trend data collected indicated that the majority of students performed below grade level proficiency in math (50%). This was mainly due to lack of 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 there were some classroom teachers challenged with 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 55% 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. iReady will be used as focus for Tier 1 instruction across all grade levels
2. Use SAVVAS MDAS Intervention resources for Tier 1, 2, & 3 Support
3. Continue to collaboratively plan grade level standards-based instruction
4. Intentional focus on the gradual release model
5. Fidelity of lesson execution monitored by the school's Look-fors
6. Plan for PD on training for Benchmark Advance Curriculum
7. Plan for rigorous tasks aligned
8. Plan with high emphasis on small group instructions
9. Coaches will intentionally provide alignment to instructional resources readily available for teachers.
10. High focus on coaching and modeling
11. Deliberate lesson planning for SWD driven by ESE and classroom teachers
12. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie., iReady, FAST, STAR, and CFUss
13. Dissecting subgroup (SWD, AF, W) data during data chat

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Continue to collaboratively plan grade level standards-based instruction
2. Intentional focus on the gradual release model
3. Fidelity of lesson execution monitored by the school's Look-fors
4. Plan for PD on training for SAVVAS Curriculum
5. Plan for rigorous tasks aligned
6. Plan with high emphasis on small group instructions
7. Coaches will intentionally provide alignment to instructional resources readily available for teachers.
8. High focus on coaching and modeling
- 9 .Deliberate lesson planning for SWD driven by ESE and classroom teachers
10. Deliberate data chat pertaining to SWD, AF, W post progress monitoring, ie.,iReady, FAST, STAR, and CFUss
11. Dissecting subgroup (SWD, AF, W) data during data chat

Person Responsible: Eileen Xanthopoulos (eileen.xanthopoulos@stlucieschools.org)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

- Current year data is reviewed with the leadership team
- Identified areas of improvement are identified
- Needed resources are tied to the needs of improvement
- Consultation with district takes place to make recommendations of school improvement needed resources to allocate funds based on needs and the funds allocated the school

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 final diagnostic data:

K - Phonics and HFW

Grade 1 - Vocab. and Comp.

Grade 2 - Phonics and Vocab.

According to 2022-2023 STAR PM 3, the percentages of students who are not on track to score level 3 or above on the statewide assessment are as follows: K: 51%, 1: 46%, 2: 59%, 3: 62%

According to 2022-2023 STAR PM 3, an overall percentage of students who are not on track to score level 3 or above on the statewide assessment for K-3 is 54%.

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

The following areas of focus have been identified by progress monitoring using FAST PM 3:

Grade 3 - Phonics, Vocab, And Comp.; Grade 4 - Vocab. and Comp.; Grade 5 - Vocabulary and Comp

According to FAST Pm 3, the percentages of students who are not on track to score level 3 or above on the statewide assessment are as follows:

Grade 3 - 62%

Grade 4 - 51%

Grade 5 - 56%

According to FAST PM 3, an overall percentage of students who are not on track to score level 3 or above on

the statewide assessment for 3-5 is 56%.

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 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 Measurable Outcomes

In looking at our K data, our achievement goal will be to close the gap in phonics and HFW for the current 1st graders who showed 56% were not proficient in phonics by the end of the year, and 54% were not proficient in high frequency words. Our goal is to have 54% of students proficient in phonics by the end of the year and 54% of students proficient in high frequency words by the end of the year.

First Grade:

In looking at our 1st grade data, our achievement goal will be to close the gap in vocabulary for 48% of the grade level and comprehension for 59% of the cohort. Our goal is to have 62% of students proficient in vocabulary by the end of the year and 51% of students proficient in comprehension by the end of the year.

We will support vocabulary instruction in Tier 1 using word walls, Frayer models, and small group support. The Literacy Coach(es) will provide professional learning around effective practices in literacy as it relates to vocabulary and comprehension. The professional learning will include the following evidence-based practices:

Vocabulary

Phonics

We will:

- lean into WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (ed.gov).

- monitor for this gap closure through the progress monitoring data as well as iReady diagnostic and growth check data. Once students have completed the iReady Diagnostic in each grade level, the Literacy Coach(es) will facilitate a data disaggregation to determine the specific instructional needs and instructional resource alignment for each student. Small Group Instruction will be an area of focus to close instructional gaps.

Second Grade:

To support the 59% of students who displayed a deficit in comprehension, the Literacy Coaches will support teachers in drilling down the data to determine student needs in Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension. Our goal is to have 51% of students proficient in comprehension by the end of the year. 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. Tier 2 and Tier 3 support will be factored in for individual students as needed.

We will monitor for this gap closure through the progress monitoring data as well as iReady diagnostic and growth check data. In looking at our 2nd grade data, our achievement goal will be to close the gap in phonics and vocabulary for the current 3rd graders who showed 40% were not be proficient in phonics by the end of the year, and 30% were not proficient in vocabulary.

Grades 3-5 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Third and Fourth Grade:

In looking at our 3rd Grade data, our achievement goal will be to close the gap in phonics, vocabulary, and comprehension. In looking at the 3rd grade data from the 2022-23 School Year, our achievement goal will be to close the gap in phonics, vocabulary, and comprehension for our current 4th graders as well. The 2022-23 data for our current 4th graders showed that 62% were not proficient on the state assessment in 3rd grade. We will increase student achievement for our 3rd and 4th graders through targeted instruction using in Tier 1 using Benchmark Advance. 44% of our current 4th grade students

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 vocabulary deficit displayed by 51% of our students, we will support instruction in Tier 1 using word walls, Frayer models, and small group support. To support the 60% 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. Our goal is to have 50% of 3rd students proficient in phonics by the end of the year, 40% of students proficient in vocabulary by the end of the year, and 51% proficient in comprehension by the end of the year.

Our goal is to have 66% of 4th grade students proficient in phonics by the end of the year, 59% of students proficient in vocabulary by the end of the year, and 50% proficient in comprehension by the end of the year.

Fifth Grade:

In looking at our 4th Grade data from the 2022-23 School Year, our achievement goal will be to close the gap in vocabulary and comprehension for the current 5th graders who showed 51% would not be proficient on the state assessment in 4th grade. Our goal is to have 52% of students proficient in vocabulary by the end of the year and 54% proficient in comprehension by the end of the year.

To focus on vocabulary deficit displayed by 58% of our students, we will support instruction in Tier 1 using word walls, Frayer models, and small group support. To support the 66% 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.

Monitoring

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 impact student achievement outcomes.

The following areas of focus have been identified by progress monitoring using iReady final diagnostic data:

K - Phonics and HFW

Grade 1 - Vocab. and Comp.

Grade 2 - Phonics and Vocab.

Grade 3- Vocab. and Comp.

Our outcomes for the Areas of Focus will be monitored through Tier 2 and Tier 3 data collection for identified students, progress monitoring data as well as iReady diagnostic and growth check data. District testing will also provide insight in student growth.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lamora, Samantha, samantha.lamora@stlucieschools.org

Evidence-based Practices/Programs

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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.

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****Literacy Leadership and Coaching**

The leadership team will conduct focused classroom walkthroughs 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.

Lamora, Samantha,
samantha.lamora@stlucieschools.org

Assessment and Data

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.

Xanthopoulos, Eileen,
eileen.xanthopoulos@stlucieschools.org

Professional Learning

Teachers will refine their craft in the context of CLP as they discuss the "how" of lesson delivery.

Professional Development will be provided based on needs, SIP, observations and teacher survey.

Moulton, Michael,
michael.moulton@stlucieschools.org

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

- Title 1 Parent Night is planned by the beginning of October in combination with a parent cook out night for all families to attend. A presentation is provided to all families while they have a light dinner and simultaneous translation will be provided in Spanish and Creole.
- Information shared at the Title 1 Parent Night will be posted on the school's website (<https://schools.stlucie.k12.fl.us/sre/>) for those parents not able to attend.
- SIP plan progress and data will be share in mid-year to all faculty and staff, parents during parent nights, and via the SAC team.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress through our use of family engagement events. These events will bring stakeholders, community members, and families together to provide resources and learning opportunities to our students. Family and Parent engagement is a priority, so infusing scheduled and strategic events that meet the needs of our students and families with fun learning is a focus for the school year.

<https://schools.stlucie.k12.fl.us/sre/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school will plan to strengthen the academic program in the school in by doing the following:

- Increase the man-power of student support with a reading and math interventionist along with two instructional paraprofessionals that will push-in to classrooms to work with identified students in high need
- After-school tutoring will be provided early in the year to our lower quartile students as a phase one of after-school tutoring.
- After-school tutoring will be provided as a phase to support students that are close to proficiency and dropped proficiency from the prior year.
- Increase small group instructional time for those students mentioned above along with those that are proficient to challenge them more

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

- Current year data is reviewed with the leadership team
- Identified areas of improvement are identified
- Needed resources are tied to the needs of improvement
- Consultation with district takes place to make recommendations of school improvement needed resources to allocate funds based on needs and the funds allocated the school

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School-based counselor/s are assigned as follows: one to primary (K-2 and 3-5)

- focused will be on those students with high need as it pertains to mental health services and any support needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

-The Multi-Tier Support System (MTSS) is implemented academically and for behavior starting the school year by the following:

- PM and iReady Diagnostics are administered for all students to begin support and meet them all where they are.

- Behavior challenges are address from the beginning of the year carried out from those students in the previous year that were targeted

- Support is filtered through the school counselor, social worker, and mental health counselor

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

-Professional Development and learning is on-going for teachers and paraprofessionals. Needs surveys are done regularly in an effort to meet the different needs.

-A Committee for first and second-year teachers is conducted monthly with focus on best practices and district initiatives

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

- Students follow a daily schedule that is rigorous and academically driven

-Students are prepared to transition early childhood education programs by teaching day to day school routines that include eating in the cafeteria for breakfast and lunch in the same way that older students are scheduled.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---|--------|--|--------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
|---|--------|--|--------|

| 2 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | \$132,126.39 |
|---|----------|--|---|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 120 | 0091 - Savanna Ridge Elementary Schl | UniSIG | 1.0 | \$48,925.01 |
| | | | Notes: Certified teacher- Supplemental 3rd grade teacher to reduce class sizes providing more individual attention to student needs. | | | |
| | 5100 | 210 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$6,639.12 |
| | | | Notes: Retirement - calculated at 13.57% for certified teacher. | | | |
| | 5100 | 220 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$3,742.76 |
| | | | Notes: FICA - calculated at 7.65% for certified teacher | | | |
| | 5100 | 231 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$7,800.00 |
| | | | Notes: Group insurance - benefit calculated to \$7800 per FTE. | | | |
| | 5100 | 240 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$1,200.00 |
| | | | Notes: Workers' Comp - benefit calculated at \$1200 per FTE per. | | | |
| | 5100 | 120 | 0091 - Savanna Ridge Elementary Schl | UniSIG | 1.0 | \$40,705.61 |
| | | | Notes: Certified teacher with reading certification to provide tier 2 and tier 3 reading interventions to identified students. | | | |
| | 5100 | 210 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$5,523.75 |
| | | | Notes: Retirement - calculated at 13.57% for certified teacher. | | | |
| | 5100 | 220 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$3,113.98 |
| | | | Notes: FICA - calculated at 7.65% for certified teacher | | | |
| | 5100 | 231 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$7,800.00 |
| | | | Notes: Group insurance - benefit calculated to \$7800 per FTE. | | | |
| | 5100 | 240 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$1,200.00 |
| | | | Notes: Workers' Comp - benefit calculated at \$1200 per FTE per. | | | |
| | 5100 | 510 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$21.26 |
| | | | Notes: Supplies - data folders for teachers to track student progress | | | |
| | 6400 | 120 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$4,500.00 |
| | | | Notes: Supplemental collaborative planning for ELA teacher for standards-based instruction for a total of 150 hours at \$30 per hour. | | | |
| | 6400 | 210 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$610.65 |

| | | | | | | |
|---------------|---------------|---|--|----------------|-----|---------------------|
| | | | <i>Notes: Retirement - calculated at 13.57% for supplemental collaboration planning for a total of 150 hours at \$30 per hour</i> | | | |
| | 6400 | 220 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$344.25 |
| | | | <i>Notes: FICA - calculated at 7.65% for supplemental collaboration planning for a total of 656 hours at \$30 per hour</i> | | | |
| 3 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | \$76,543.61 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 120 | 0091 - Savanna Ridge Elementary Schl | UniSIG | 1.0 | \$48,925.01 |
| | | | <i>Notes: Certified teacher - math interventionist to provide tier 2 and tier 3 math interventions to identified students</i> | | | |
| | 5100 | 210 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$6,639.12 |
| | | | <i>Notes: Retirement - calculated at 13.57% for certified teacher.</i> | | | |
| | 5100 | 220 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$3,742.76 |
| | | | <i>Notes: FICA - calculated at 7.65% for certified teacher</i> | | | |
| | 5100 | 231 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$7,800.00 |
| | | | <i>Notes: Group insurance - benefit calculated to \$7800 per FTE.</i> | | | |
| | 5100 | 240 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$1,200.00 |
| | | | <i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.</i> | | | |
| | 6400 | 120 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$4,320.00 |
| | | | <i>Notes: Supplemental collaborative planning for math teacher for standards-based instruction for a total of 144 hours at \$30 per hour</i> | | | |
| | 6400 | 311 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Contracted services - Savvas professional learning for 30 teachers for 1 full day (6.5 hours)</i> | | | |
| | 6400 | 210 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$586.24 |
| | | | <i>Notes: Retirement - calculated at 13.57% for supplemental collaboration planning for a total of 144 hours at \$30 per hour</i> | | | |
| | 6400 | 220 | 0091 - Savanna Ridge Elementary Schl | UniSIG | | \$330.48 |
| | | | <i>Notes: FICA - calculated at 7.65% for supplemental collaboration planning for a total of 144 hours at \$30 per hour</i> | | | |
| Total: | | | | | | \$208,670.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No