Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Savanna Ridge Elementary	District Name: St. Lucie County
Principal: LaTanya Greene	Superintendent: Michael Lannon
SAC Chair: Robert Fletcher	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.) High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Positio	n Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)

Principal	LaTanya Greene	School Principal (All Levels)	1	8	2011-2012
		ESE (K-12)			Assistant Principal
		Sociology (6-12)			Oak Hammock K-8
					Grade-B
					Reading Mastery-51%
					Math Mastery-48%
					Writing Mastery-71%
					Science Mastery-39%
					Reading Learning Gains-%
					Math Learning Gains-%
					Lowest 25%-Reading-%
					Lowest 25%-Math-%
					2010-2011
					Assistant Principal
					Oak Hammock K-8
					Grade-A
					Reading Mastery-67%
					Math Mastery-70%
					Writing Mastery-89%

		Science Mastery-46%
		AYP-77%
		Black, ED, & SWD did not make AYP in math.
		Total, White, Black, Hispanic, ED, & SWD did not make AYP in reading.
		2009-2010
		Assistant Principal
		Oak Hammock K-8
		Grade-B
		Reading Mastery-69%
		Math Mastery-64%
		Writing Mastery-87%
		Science Mastery-43%
		AYP-74%
		Total, White, Black, Hispanic, ED, & SWD did not make AYP in math.
		Total, White, Hispanic, ED, & SWD did not make AYP in reading.
		2008-2009

		Assistant Principal
		Oak Hammock K-8
		Grade-B
		Reading Mastery-69%
		Math Mastery-61%
		Writing Mastery-91%
		Science Mastery-39%
		AYP-74%
		Total, White, Black, Hispanic, ED, & SWD did not make AYP in math.
		Black, Hispanic, ED, & SWD did not make AYP in reading.
		2007-2008
		Assistant Principal
		Oak Hammock K-8
		Grade-B
		Reading Mastery-65%
		Math Mastery-64%
		Writing Mastery-78%
		Science Mastery-38%
		AYP-77%
A		

		Total, Black, Hispanic, ED, & SWD-did not make AYP in math. Black, ED, & SWD did not make AYP in reading.
		2006-2007
		Assistant Principal-Lakewood Park
		Grade-C
		Reading Mastery-69%
		Math Mastery-52%
		Writing Mastery-76%
		Science Mastery-24%
		AYP-74%
		Black, Hispanic, ED, & ELL did not make AYP in reading.
		White, Black, Hispanic, ED, & ELL did not make AYP in math.

Assistant Principal	Mrs. Karin Huggins	Ed. S. Ed. Leadership /	2	2	2011-2012:
· · ·		All Levels			Assistant Principal of Savanna Ridge Elementary
		M.Ed. in Ed. Technology			Grade: B
		B. A. Elementary Education/			Reading Mastery: 59%
		Grades1-6			Math Mastery: 58%
					Writing Mastery: 79%
		Certified in ESOL Grades K-12			Science Mastery: 54%
		Certified in Primary			Reading Learning Gains-57%
		Education /			Math Learning Gains-65%
		Grades K-3			Lowest 25%-Reading-58%
		Reading			Lowest 25%-Math-57%
		Endorsement			
					2010-2011:
					Assistant Principal of Savanna Ridge Elementary
					Grade: A
					Reading Mastery: 71%
					Math Mastery: 73%
					Science Mastery: 53%
					AYP: 97%
					All subgroups met high performance in Writing.

1	
	Safe Harbor requirements met for all subgroups in all areas with the exception of Black students in Reading
	Lowest 25% increased by twelve percent from 46 to 58 percent in Reading
	The lowest 25% increased by thirteen percent from 69 to 81 percent in Math.
	2009-2010:
	Assistant Principal of Savanna Ridge Elementary
	Grade: C, Reading
	Mastery: 70%
	Math Mastery: 65%
	Science Mastery: 40%
	AYP: 74%
	All subgroups met high performance in writing.
	None of the subgroups made proficiency in the category of reading or math.
	2008-2009:
	Assistant Principal of Savanna Ridge Elementary
	Grade: A
	Reading Mastery: 74%

		Math mastery: 68%
		Science Mastery: 41%
		AYP: 82%
		Blacks and Hispanics did not make AYP in math.
		Blacks did not make AYP in Reading.

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at Current School	an	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
N/A	N/A	N/A	N/A	N/A	N/A

<u>Highly Effective Teachers</u>

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

De	scription of Strategy	Person Responsible	Projected Completion Date	Not Applicable
				(If not, please explain why)
	Once the district recruits teachers, we review each applicant's qualifications to determine who will be interviewed. References are checked by school based administrators.	Principal and Assistant Principal	September 2012	
2.	On-going Mentor/Mentee Program for teachers new to teaching or new to the district.	Principal, Assistant Principal, District Professional Development Team	June 2013	
3.	On-going school based Professional Development for instructional staff.	District, Principal, Assistant Principal, District Professional Development Team	June 2013	
4.	Formal observation for all teachers new to district including pre-observation planning and post observation reflective conversations.	Principal	August 2012- June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Heather Birch	Exceptional Student Education/K-12	VPK-ESE	Currently enrolled in classes at FAU, working closely with mentor, attending monthly meetings at district and school level.
	Severe or Profound		
	Disabilities Endorsement		
Elizabeth Ann Shukri	Elementary Education	Fourth Grade	Currently enrolled in ESOL classes to obtain Endorsement.
	Grades 1-6		

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

To tal Nu m ber of In str uc tio nal Sta ff	% of Fir st- Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6- 14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Eff ect ive Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her s	% ES OL End orse d Tea cher s
48	2. 08 (1)	37.5 0% (18)	37.5 0% (18)	22.9 2% (11)	25 .% (12)	97. 87(46)	2.0 8% (1)	10. 42 % (5)	70.8 3% (34)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Dulce Lynch	Monique	Mrs. Lynch	• Monthly
Duice Lynen	Whittick	is grade	NEST
	() Interest	chair of First	(New
		Grade, an	Educator
		experienced	Support
		teacher/	Team)
		mentor in	meeting
		the same	with
		grade level	school
		and in	and
		the same	district
		hallway	personnel
		as Ms.	support
		Whittick.	driven by
			targets
			specific
			for each
			new
			teacher.
			Attend 3
			District
			Cohort
			meetings
			to obtain
			needed
			profes
			sional
			developm
			ent.
			• Utilize
			release
			time for
			teacher
			observati
			ons.
			• One-
			on-one

	support and coaching provided by mentor and district liaison.
	• Complete Pinpoint Content to deepen knowle dge on district initiatives
	• Observe a highly effective teacher.
	• Complete and document target skills/ activities on log.
	• Site Based Professio nal Develop ment on the Art

	and
	Science
	of
	Teaching,
	SLC
	Framewo
	rk,
	Quality
	Instructio
	n,
	FOCUS,
	Scope
	and
	Sequence
	,
	Literacy
	and Math
	Routines,
	MTSS,
	School
	Culture,
	Skyward,
	Etc.

Teresa	Heather	Mrs.	-	Monthl
Lorraine	Birch	Lorraine is	•	
Lonanie	Ditch			y NEST
		an experienced		(New
		teacher of		Educat
		students		
				or
		with disabilities		Suppor
				t)
		and is		Team)
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		ble of the		g with
		policies,		school
		procedures,		and
		and best		district
		practices to		
		service		person
		students.		nel
		She is also		suppor
		skilled in		t
		working		driven
		with		by
		students		targets
		across the		specifi
		spectrum		c for
		and		each
		providing		new
		the		teacher
		necessary		
		support at		
		all grade	•	Attend
		levels.		3
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		•	Utilize
			release
			time
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			district
			initiati
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		highly effe ctive teacher
	•	Compl
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		docu
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		target skills/
		activit
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		log.
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		e of Teachi
		ng, SLC
		Frame
		work,
		Qualit
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		Instruc
		tion,
		FOCU
		S,
		Scope
		and

	Sequen
	ce,
	Literac
	y and
	Math
	Routin
	es,
	MTSS,
	School
	Cultur
	е,
	Skywa
	rd, Etc.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title 1 funds are used to support student based learning in Reading, Math, Science and Writing. Funds are used to purchase educational materials which support the differentiation of instruction, professional development, after school tutoring programs and parent involvement education and involvement.

Title I, Part C- Migrant

The Migrant program supports both individual students and their families. Support is extended to meet academic, economic, and social needs of the family unit as it impacts the student's ability to learn.

Title I, Part D

Extends support to programs that assist the family unit and students in crises. These may include giving assistance to homeless families, providing educational assistance to students in the Juvenile Justice system, special needs students through IDEA and aid to migrant families.

le II
ovides the means for teachers to participate in professional development and improve the quality of class instruction in reading, writing, math and science. These vices are utilized in conjunction with Title 1, Title 111, and IDEA.
le III
ovides supplemental services for academic support in math, reading, science, and writing.
le X- Homeless
pports the needs of homeless children with academic supplies and the necessities of everyday living in conjunction with services provided through Title 1. pplemental Academic Instruction (SAI)
Δ
olence Prevention Programs
Λ
trition Programs
ovides information and contacts to community agencies such as food banks, Mustard Seed and The Harvest.
using Programs
le 1, Part A and C, coordinates with local agencies to receive support for rent, utilities, and other needs to support health living.
ad Start
pport is given through Title 1, Part A and the Early Learning Coalition.
ult Education
lian River State College provides opportunities for adults to qualify for a GED or high school diploma. This program is in coordination with local school district th Title 1, Part A and C funding.
reer and Technical Education
Λ
o Training
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Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Suggested Members include:

- LaTanya-Greene-Principal
- Karin Huggins-Assistant Principal
- Alicia Moore-Guidance Counselor
- Dr. Melissa Rosenquist-School Psychologist
- Ruth Gardner-ESE Teacher
- Ken Martin-School-Based ESE Specialist
- Gina Renna-District MTSS/RtI Specialist
- Teresa Lorraine-Speech/Language Pathologist
- Evette Louhisdon-Social Worker

Elementary Teachers

• Dulce Lynch-K-2 Representative

• Rebecca Petrie-3-5 Representative

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

Activities of the Core PST include:

- Determining school-wide learning needs
- Developing PD for areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals and addressing barriers
- Identifying resources to implement action plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- •

MTSS Core PST Chair	• Schedules and prepares agenda for Core PST meetings three to four times a school year
Alicia Moore	• Sends invitations and meeting agenda to all members and/or invitees
	• Confirms that personnel responsible for presentations are prepared prior to the meeting
	• Facilitates collegial conversation and consensus building while using the <i>data driven "problem-solving"</i> model.
	• Keeps conversation on task and focused

Data Keeper	• Provides school-wide data in specialty area for all members to view					
 Karin Huggins & Dr. Melissa Rosenquist Communicates curriculum, program, procedural or policy concern Initiates discussion of the interpretation of the data 						
Time Keeper	Provides periodic updates to team member regarding the amount of time left to complete a given task					
<u>Recorder</u>	Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings					
Rebecca Petrie	• Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval					
	• Following administrative approval and when appropriate, shares minutes with the school staff					
	Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP?					
1. The Leadership Team will mo	1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.					
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.						
3. The Leadership Team will provide levels of support and interventions to students based on data.						
4. The Leadership Team will consider the end of year data.						
	MTSS Implementation					

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- 1. Data will be used to guide instructional decisions and system procedures for all students to:
 - Adjust the delivery of curriculum and instruction to meet the specific needs of students
 - Adjust the delivery of behavior management system
 - Adjust the allocation of school-based resources
 - Drive decisions regarding targeted professional development
 - Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Oral Reading Fluency Measures
- Easy-CBM Benchmark Assessments
- Journeys Benchmark Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

• Attendance

Behavior

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs
- 3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in Easy-CBM. Additionally, discipline data is housed in BIR and Skyward.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

- 1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.
- 2. District MTSS Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures.

3. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.

- 4. District MTSS Specialists, School based MTSS coaches, School Psychologists, and Instructional Coaches will be providing support for school staff to understand basic MTSS principles and procedures:
 - Positive Behavior Support (PBS)
 - CHAMPs
 - Literacy Routines/Framework
 - Math Routines/Framework
 - Behavior Framework
 - Easy CBM
 - Performance Matters

- MTSS Database
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
- Progress Monitoring and Graphing

Describe plan to support MTSS.

Based upon the information from <u>http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf</u>, but not limited to the following:

- 1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
- 2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
- 3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- 4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
- 5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- 6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- 7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Jenna Clark-Literacy Liaison
LaTanya Greene-Principal
Karin Huggins-Assistant Principal
Terry Lorraine-Speech Pathologist
Ken Martin-ESE Department Chair
Kirk Watson-Media Specialist
Lisa Newell-VPK
Heather Birch-ESE-VPK
Jen Kaste-Kindergarten
Patty Jones-First Grade
Melinda Kunst-Fifth Grade
Kerry Harris-Second Grade
Renee Bartley-Third Grade
Kristi Barnes-Second Grade
Robin Smith-Fourth Grade
Janet Brenner-Third Grade
Dacia Clement-ESE

Jeannine Glover-Second Grade

Dulce Lynch-First Grade

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet monthly to discuss literacy initiatives in the school/district and the most effective ways to assist teachers in the area of literacy. What will be the major initiatives of the LLT this year?

- Implement the Literacy Routine with fidelity.
- Provide parent workshops to promote literacy learning. (e.g. FBBR- Families Building Better Readers)
- Develop a school-wide incentive plan to promote an appreciation for books and a love of reading. Students will earn rewards for specific accomplishments.
- Work with teachers to integrate vocabulary instruction throughout the entire curriculum.
- Develop a plan to integrate writing for different purposes throughout the entire curriculum.
- Assist teachers with incorporating more performance based tasks in both instruction as well as assessment.
- Begin the process of creating common rubrics for grading performance tasks.
- Use specific learning goals and scales with students.
- Provide timely and effective feedback to students.

Public School Choice

• **Supplemental Educational Services (SES) Notification** Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Pre-school and nursery schools in the area are invited to view the Pre-K school program with parents. Parents are given curriculum guides and strategies for preparing students for the school program. During the second semester of the school year, the preschool teacher becomes a member of the kindergarten planning team. Through differentiation of learning, the teacher provides kindergarten learning skills for those students who demonstrate proficiency. Students are allowed to visit the kindergarten class during reading instruction to facilitate the transition. ESOL students are given the home language survey to facilitate placement and services.

PART II: EXPECTED IMPROVEMENTS Reading Goals

Reading Goals	Problem- Solving Process to Increase Student Achieve ment					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		
Level 3 in reading.	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development	Development Team 2.Literacy Coach 3.Administration		1a. 1.SLC Framework 2.Administrative Classroom Walkthroughs	

By June 2013, 65% (209) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading Test.	<u>Level of</u> Performance:*	<u>Level of</u> Performance:*			
	grades 3-5 are proficient	By June 2012, 65% (209) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading Test.			

r	1.0	1 0	1 . 2			
	1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
	1.A broad range of knowledge and abilities exists among instructional staff to implement research-based	1.Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self- reading.	1.District Professional Development Team 2.Literacy Coach	1. Administration observation of effective implementation with feedback.		
	1a.3.		4.Teachers	3.Administrative/Teacher conferencing. 1a.3.	1a.3.	
	1. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	1. Instructional staff members will be provided professional development to design reflective questions and analyzing student responses to determine their depth of understanding.	1.District Professional Development Team 2.Literacy Coach	1. Administration observation of effective implementation with feedback.		
		2.Instructional and peer coaching.	4.Teachers			

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		1a.4.	1a.4.	1a.4.	1a.4.	1a.4.	
		1.The area of	1. Emphasize reading	1.District Professional	1. The literacy coach and	1.Common weekly teacher	
			strategies such as			generated	
		noted on the 2012	Reciprocal Teaching	Development Team	data weekly and adjust	generated	
		administration	which help students	Development reum		assessments.	
		of the FCAT	determine the meaning		instruction as needed.	assessments.	
			of words by using				
				2.Literacy Coach			
			Coach will train	E.Enteracy Coden	2. The MTSS team will review	2.Easy CBM Benchmark	
			teachers on using this			Assessments	
			strategy throughout		recommendations based on	Assessments	
			content areas. Journeys	3 Administration	needs assessment.		
			core materials will	5.7 tanimistration	needs assessment.		
			be used to support			3.Teacher assessment	
			instruction.			identifying learning scale	
				4.Teachers		identifying learning scale	
				T. 1 Cacillers		achievement of targeted	
						goal – Level 3.	
						goal – Level 3.	
			2. St. Lucie County				
			literacy routines will be				
			followed with fidelity			4. Results from the 2013	
			to frame instructional			FCAT assessment.	
			delivery.			FCAT assessment.	
			denvery.			* Journaus unit	
						*Journeys unit	
						assessments.	
1b. Florida							
Alternate							
Assessment:							
Students scoring							
at Levels 4, 5,							
and 6 in reading.							
Reading Goal #1b:	2012 Current	2013 Expected					
Comming Cour #10.	Level of	Level of					
	Performance:*	Performance:*					
There are no students							
in this category.							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			
Students scoring at or above Achievement Levels 4 and 5 in reading.	1. Common Core Standards present new learning for instructional staff to gain a full understanding of each	1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	 District Professional Development Team Literacy Coach 	1. Administration observation of effective implementation with feedback.	2a.1. 1. SLC Framework 2. Administrative Classroom Walkthroughs		
			4.Teacher				

Reading Goal #2a: By June of 2013, 35% (114) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	the students in grades 3-5 are proficient at level 4 or	By June of 2013, 35% (114) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.					
		1. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County	1. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self- reading.	 District Professional Development Team Literacy Coach Administration Teacher 	1.Administration observation of effective implementation with feedback.	2a.2. 1. SLC Framework 2. Administrative Classroom Walkthroughs	

3a.3.	. 3a	n.3.	3a.3.	3a.3.	3a.3.	
expec studer respon demon thinki reflect	ectation of me ent written pro- onses to de onstrate de- king and qu ection will be stu	embers will be rovided professional evelopment on esigning reflective uestions and analyzing	Development Team 2.Literacy Coach	feedback.	1. Student Responses from teacher made performance task items.	
	2.	Instructional and	3.Administration 4.Teacher			

4a.4.	4a.4.	4a.4.	4a.4.	4a.4.	
1. The area of deficiency is teacher understanding of extended thinking	 Organize, synthesize, analyze, and evaluate the validity and 	1.District Professional Development Team	1. The Literacy Coach and teachers will review assessment data weekly and adjust instruction as needed.	1.Common weekly teacher generated assessments.	
practices.	reliability of information from multiple sources derived from informational text.	2.Literacy Coach 3.Administration		2.Easy CBM Benchmark Assessments	
	2. Journeys core advanced materials will be used to support enrichment instruction.	4.Teacher		3. Teacher assessment identifying learning scale achievement of targeted goal – Level 3.	
	 St. Lucie County literacy routines will be followed with fidelity 			4. Results from the 2013 FCAT assessment.	
	to frame instructional delivery of enrichment instruction.			5. Journeys unit assessments.	
				6. Teacher assessment identifying learning scale achievement of above target goal– Level 4.	

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1	2b.1	2b.1	2b.1.	
Reading Goal #2b: There are currently no students taking FAA.	Level of	2013 Expected Level of Performance:*				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	3a.1.	3a.1.	3a.1	3a.1	3a.1.		
	5a.1.	58.1.	58.1	5a.1	58.1.		
Percentage of							
students making		1.Instructional	1.District Professional	1. Administrative	1. SLC Framework for Quality		
Learning Caine		staff will be		observation of effective	Instruction		
in reading.	Standards		Development Team	implementation			
		provided					
	challenges for	professional		with feedback.			
	instructional	development			2. Administrative Classroom		
	staff to	in College and	2.Literacy Coach		Walkthroughs		
	gain a deep	Career Readiness		2 Taalah milaan darian			
	of each	Anchor Standards for Reading and		2. Teacher lesson design reflecting Common Core			
	of each	Text Complexity.	3 Administration	Tenecting Common Core			
	delivered with	rext Complexity.	5.Aummisuation	knowledge and			
	fidelity.			understanding.			
	indenity.			and of Standard g.			
			4.Teacher				
L	•			8	Ι		

By June of 2013, 62% (203) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.	<u>Level of</u> <u>Performance:*</u>	Level of Performance:*			
	grades 3-5 made learning gains on the	By June of 2013, 62% (203) of the students in grades 3-5 will make learning gains on the 2012- 2013 FCAT 2.0 Reading Test.			

3a.2	3a.2.	3a.2.	3a.2.	3a.2.	
5a.2	Ju.2.	Ja.2.	Ja.2.	Ju.2.	
of knowledge	1. Instructional staff members will be	1.District Professional		1.SLC Framework	
and abilities exist among	provided professional development	Development Team	of effective implementation		
instructional sta to implement	f opportunities: webinars, learning communities,	,	with feedback.	2. Administrative Classroom Walkthroughs	
research-based practices of the		2.Literacy Coach			
St. Lucie Count framework	reading.		2. Teacher lesson design		
consistently.		3.Administration	reflecting of St. Lucie		
			County Framework.		
		4.Teacher			
			3. Administrative/Teacher		
			conferences.		
3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
1. The daily expectation of	1.Instructional staff members will be	1.District Professional		1.Student responses from teacher-made performance	
student written responses to	provided professional development on	Development Team	feedback.	task items.	
demonstrate thinking and	designing reflective questions and analyzing				
reflection will b a new practice.	e student responses to determine their depth of	2.Literacy Coach	*Individual and collaborative		
	understanding. *Instructional and	3.Administration	review of student work.		
		o.Auministration			
	peer coaching.				
		4.Teacher			

_		3a.4.	3a.4.	3a.4.	3a.4.	3a.4.	
		Da.4.	0a.4.	Da.4.	5a.4.	0a.4.	
		*The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting	Journeys core materials will be used to support instruction. St. Lucie County literacy routines	Development Team	*The reading coach and teachers will review assessment data weekly and adjust instruction as needed.	* Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments	
		was Reporting Category 1 – Vocabulary	will be followed with fidelity to frame instructional delivery.		needs assessment.	*Teacher assessment identifying learning scale achievement of targeted goal – Level 3.	
				Teacher		*Results from the 2013 FCAT assessment.	
						*Journeys unit assessments.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1	3b.1	3b.1	3b.1.		

Reading Goal #3b: N/A	Level of	2013 Expected Level of Performance:*				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	4.4.1	4.4.1	4 4 1	4.4.3	4.4.1		
	4A.1.	4A.1.	4A.1.	4A.1	4A.1.		
Percentage							
of students in	**Common	*Instructional	1.District Professional	1. Administrative	1. SLC Framework		
Lowest 25%	Core	staff will be		observation of effective			
Lowest 2570	Standards		Development Team	implementation			
making learning	present new	provided	-	-			
gains in reading.	challenges for	professional		with feedback.			
	instructional	development			2. Administrative Classroom		
	staff to	in College and	2.Literacy Coach		Walkthroughs		
	gain a deep	Career Readiness					
	understanding	Anchor Standards		2. Teacher lesson design			
	of each	for Reading and		reflecting Common Core			
	standard to be	Text Complexity.	3.Administration	understanding.			
	delivered with						
	fidelity.						
			4.Teacher				
			4. Teachel				

Reading C By June 201 (213) studen grades 3-5 in lowest 25% i learning gair FCAT 2.0 R	3 65% ats in n the will make ns on	Level of	2013 Expected Level of Performance:*					
		students in grades 3-5 in the lowest 25% made learning gains on FCAT 2.0	By June 2012 65% (213) students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.					
		0		4a.2.	4a.2.	4a.2.	4a.2.	
			of knowledge and abilities to implement research-based practices of the St. Lucie County		Development Team	2. Teacher lesson design	1.SLC Framework 2.Administrative Classroom Walkthroughs	
			framework exist among instructional staff.		3.Administration	reflecting of St. Lucie County Framework.		
						3.Administrative/Teacher		
					4.Teacher	conferences.		

4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
1. The daily expectation of student written responses to demonstrate thinking and reflection will b a new practice.	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.	2.Literacy Coach	feedback.	1.Student responses from teacher made performance task items.
	*Instructional and peer coaching.	3.Administration 4.Teacher		

4a.4.	4a.4.	4a.4.	4a.4.	4a.4.
1. The students come to school with limited background knowledge.	1. Teachers will utilize Journeys toolkit to support background knowledge deficits.		feedback.	1.Journeys unit assessments 2.Common weekly teacher generated
	2. St. Lucie County literacy routines will support background	5	2. Teacher observation through of cooperative group discussions.	Assessment.
	knowledge through read-alouds.	3.Administration		2.Easy CBM Benchmark Assessments
		4.Teacher		3. Teacher assessment identifying learning scale achievement of targeted goal – Level 3.
				4. Results from the 2013 FCAT assessment.

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: There are currently no students taking the FAA.	Level of	2013 Expected Level of Performance:*					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	60% of students	students were proficient in Reading	67% of students will be proficient in Reading increasing from the previous	By June 2014 70% of students will be proficient in Reading increasing from the previous year by 10%.	73% of students will be proficient in Reading increasing from the	77% of students	By June 2017 80% of students will be proficient in Reading increasing from the previous year by 20%.

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Reading Goal #5A:						
By June 2013,						
67% of students will be proficient in Reading increasing from the previous year by 6.7%.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

		5D 1	501	CD 1	CD 1		
5B. Student	5B.1.	5B.1.	5B1	5B.1	5B.1.		
subgroups							
by ethnicity	1. Common	1.Instructional	1.District Professional	1. Administration	1.SLC Framework		
(White Black		staff will be		observation of effective			
Tiononia Asian	Standards		Development Team	implementation with			
	present new	provided		feedback.			
		professional development			2.Administrative Classroom Walkthroughs		
		in College and	2.Literacy Coach		waikunougus		
patislactol y		Career Readiness	2.Eneracy Coaem	2. Teacher lesson design			
progress in	understanding	Anchor Standards		reflecting Common Core			
reading.	of each	for Reading and		understanding.			
_	standard to be	Text Complexity.	3.Administration	-			
	delivered with						
	fidelity.						
			4 77 1				
			4.Teacher				
L		P					

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
By June 2012,					
50% (70) Black and 57% (74) Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading.					

45% Hispanic students made satisfactory progress in reading on the FCAT 2.0 Reading. White: 0 Black: 52% Hispanic: 45%	By June 2013, 50% (70) Black and 57% (74) Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading. White: Black: 57% Hispanic: 50% Asian: American Indian:					
	5B.2 1. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County	1. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self- reading.	1.District Professional Development Team	 Administrative observation of effective implementation with feedback. 	5B.2. 1.SLC Framework 2.Administrative Classroom Walkthroughs	

T T	5B3.	5B.3.	5B.3.	5B3.	5B.3.	
	565.	50.5.	JD.J.	565.	56.5.	
	expectation of student written responses to demonstrate	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing	Development Team	feedback.	1.Student responses from teacher made performance task items.	
	reflection will be	student responses to determine their depth of understanding.	2.Literacy Coach	2. Individual and Collaborative review of student work.		
			3.Administration			
		2.Instructional and peer coaching.	4.Teacher			
	5B.4.	5B.4.	5B.4.	5B.4.	5B.4.	
	demonstrated greatest percentage of	 Students will be provided practice in making inferences and drawing conclusions 	1.District Professional Development Team	1. Administration observation of effective implementation with feedback.	1.Journeys unit assessments	
	the REPORTING	within and across texts to support assessment deficiencies.	5		2.Common weekly teacher generated assessments	
		provide opportunities to make text-to-self	3.Administration		3.Easy CBM Benchmark Assessments	
		connections combined with evidence from the text to draw conclusions and make inferences.	4.Teacher		4. Teacher assessment identifying learning scale achievement of targeted goal – Level 3	
					5. Results from the 2013 FCAT assessment.	

Based on the analysis of student achievemen data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	t Barrier	Strategy	Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			
5C. English Language Learners (ELL) not making satisfactory progress in reading.	Standards present new learning for instructional staff to gain a full understanding of each	Career Readiness Anchor Standards for Reading and Text Complexity.	1.District Professional Development Team 2.Literacy Coach	1. Administration observation of effective implementation with feedback.	5c1. 1.SLC Framework 2.Administrative Classroom Walkthroughs		

Reading Goal #5C: WAITING ON DATA FROM DOE.	<u>Level of</u> Performance:*	<u>2013 Expected</u> <u>Level of</u> Performance:*					
		5c.2	5c.2.	5c2.	5c.2.	5c.2.	
		and abilities to implement research-based practices of the St. Lucie County	reading.	2.Literacy Coach	 Administrative observation of effective implementation with feedback. Teacher lesson design reflective of the St. Lucie County Framework. 	1.SLC Framework 2.Administrative Classroom Walkthroughs	
					3.Administrative/Teacher conferencing.		

[I	5c.3.	5c.3.	5c.3.	5c.3.	5c.3.	
I	00.5.	56.5.	56.5.	00.5.	00.5.	
	expectation of student written responses to demonstrate thinking and	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to	Development Team 2.Literacy Coach	feedback.	1.Student responses from teacher-made performance task items based on the performance scale.	
	a new practice.	determine their depth of understanding.		2. Individual and Collaborative review of student work.		
			3.Administration			
		2.Instructional and				
		peer coaching.	4.Teachers			

		5a.4.	5a.4.	5a.4.	5a.4.	5a.4.	
		greatest percentage of deficiencies in	1.Teachers will utilize Journeys leveled readers for ELL students and implement Journeys suggested lessons to	Development Team	of vocabulary and through authentic writing tasks and oral expression.	 Weekly common grade level assessment tests. Teacher observation 	
		CATEGORY 1: VOCABULARY	support vocabulary	2.Literacy Coach			
				3.Administration		3.Easy CBM Benchmark Assessments	
			2. St. Lucie County literacy routines word work will support instructional vocabulary focus.	4.Teacher		4.FCAT 2.0	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	1 7.1.1	C 1 1	C 11	c 11	C 11		
	5d.1.	5d.1.	5d1.	5d1	5d1.		
with Disabilities							
(SWD) not	*Common	*Instructional	1.District Professional	1. Administration	1.SLC Framework		
making	Core	staff will be	L	observation of effective			
satisfactory	Standards		Development Team	implementation with			
progress in	present new learning for	provided professional		feedback.	2.Administrative Classroom		
reading.	instructional	development			Walkthroughs		
reading.	staff to	in College and	2.Literacy Coach		warkinoughs		
	gain a full	Career Readiness	[2. Teacher lesson design			
	understanding	Anchor Standards		reflecting Common Core			
	of each	for Reading and		understanding.			
	standard to be	Text Complexity.	3.Administration				
	delivered with fidelity.						
	ndenty.						
	1		4.Teacher				
	1						
Reading Goal	2012 Current	2013 Expected					
#5D:	Level of	Level of					
# <u>5D.</u>	Performance:*	Performance:*					
	1						
	1						
WAITING ON DATA	1						
FROM DOE.	1						
I KOM DOE.	1						
	1						
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	1						
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	1						

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5d.2	5d.2.	5d2.	5d.2.	id.2.	
1. A broad range	1. Instructional staff	1.District Professional	1. Administrative observation of	1.SLC Framework	
of knowledge	members will be		effective implementation with		
and abilities	provided professional	Development Team	feedback.		
to implement	development				
research-based	opportunities: webinars,			2.Administrative	
practices of the	learning communities,			Classroom Walkthroughs	
St. Lucie County	peer support and self-	2.Literacy Coach	Teacher lesson design		
framework	reading.		reflecting of St. Lucie County		
exist among			Framework.		
instructional staf	-				
		3.Administration			
	St. Lucie County				
	literacy routines will be		3.Administrative/Teacher		
	implemented to support				
	continued professional	4.Teacher	conferencing.		
	development.				

5d.3.	5d.3.	5d.3.	54.2	5d.3.	
pd.3.	pu.3.	5u.5.	5d.3.	50.5.	
1.The daily expectation of student writte	1. Instructional staff members will be provided professional		 Administration observation of effective implementation with feedback. 	1.Student responses from teacher made performance task items	
responses to demonstrate thinking and	designing reflective questions and analyzing student responses to be determine their depth of	2.Literacy Coach	2. Individual and Collaborative review of student work.	performance task items based on the performance scale.	
	2.Instructional and	3.Administration			
	peer coaching.	4.Teacher			

		5d.4.	5d.4.	5d.4.	5d.4.	5d.4.	
		1. Teacher deficiencies in preparedness to work with students with disabilities.	 Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories. St. Lucie County literacy routines will be implemented to support student disabilities continued professional 	1.District Professional Development Team 2.Literacy Coach	1. Administration observation of effective implementation with feedback.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	ZE 1	CT 1	6 E1	5F1	6 F 1		
5E. Economically	pe.1.	5E.1.	5E1.	5E1.	5E1.		
Disadvantaged							
students	1. Common	1.Instructional	1.District Professional	1. Administration	1.SLC Framework		
not making	Core	staff will be		observation of effective			
1. C. A.	Standards		Development Team	implementation with			
	present new	provided		feedback.			
progress in	learning for	professional			2.Administrative Classroom		
reading.	instructional	development			Walkthroughs		
	staff to	in College and	2.Literacy Coach				
	gain a full	Career Readiness Anchor Standards		2. Teacher lesson design reflective of Common Core			
	of each	for Reading and		understanding.			
	of each	Tor Reading and	3.Administration	understanding.			
	delivered with	Text Complexity.	5.Auministration				
	fidelity.						
Reading Goal	2012 Current	2013 Expected					
#5E:	Level of	Level of					
$\pi J \Sigma$.	Performance:*	Performance:*					
WAITING ON DATA							
FROM DOE.							
		1		1			

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	5E.2	5E.2.	5E2.	5E.2.	5E.2.	
	1.A broad range	1. Instructional staff	1.District Professional	1. Administrative observation of	1 SI C Framework	
		members will be		effective implementation with	1.5LC Hanework	
				feedback.		
		development	Development Team	recuback.		
	research based	opportunities: webinars,			2.Administrative	
		learning communities,			Classroom Walkthroughs	
		peer support and self-	2.Literacy Coach	2. Teacher lesson design	Clussroolli walkullougiis	
		reading.		reflective of the St. Lucie		
	exist among	rouunig.		County Framework.		
	instructional staff			County Francework.		
	instructional starr		3.Administration			
			5.1 fullimistration			
				3.Administrative/Teacher		
				conferencing.		
	5E.3.	5E.3.			5E.3.	
	011.0.	01.5.	01.0.	01.0.	52.5.	
	1.The daily	1. Instructional staff	1.District Professional	1. Administration observation of		
		members will be			teacher made	
			Development Team	feedback.		
· · · · · · · · · · · · · · · · · · ·		development on			performance task items	
		designing reflective			based on the	
		questions and analyzing				
	thinking and	student responses to		2. Individual and collaborative	performance scale.	
		determine their depth of		review of student work.		
	a new practice	understanding.				
		2.Instructional and	3.Administration			
		peer coaching				
			4.Teacher			
LI						

		5 1 4	- 1 <i>4</i>	
5d.4. 5	5d.4.	5d.4.	5d.4.	5d.4.
1 The even of 1	To a share sociil sotilion	1 District Draft and	1 Student mented Thinking	1 Washing a summer and a
	. Teachers will utilize			1.Weekly common grade
deficiency as Jo	ourneys in conjunction		Maps will serve as a discussion	level assessment tests
noted on the 2012 w	vith Thinking Maps to	Development Team	processing tool.	
administration ir	ncrease understanding			
of the FCAT2.0 of	of text structure.			
reading test was				2.Easy CBM progress
REPORTING		2.Literacy Coach	2. Summaries will be written	monitoring
CATEGORY			based on evidence from text.	
2: Reading			bused on evidence nom text.	
	2. The students will			
Application	participate in literacy	3.Administration		3.Journeys unit
P		5.Administration		
	outines each day to			assessments
d	leepen knowledge and			
p	provide practice with			
ic	dentifying components	4.Teachers		
0	of literary analysis.			4.FCAT 2.0

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional April 2012 Rule 6A-1.099811 Revised April 29, 2011

Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development of PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	e (e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
SLC Framework for	Pre-K - 5	Teacher Leader/	School-wide	On – going Aug-May	Classroom Observations	Administration
Quality Instruction		Administration				
(Framework)					Lesson Plans	
Common Core	K-5	Teacher Leader/	School-wide	On – going Aug-May	Classroom Observations	Administration
		Administration	Selleer wide	on going rug inug		
					Lesson Plans	
Annual Reading	K-5	Teacher Leader/	Designated Teachers	October 2012	Grade Level PD	Administration
Conference		Administration	and Administration			
Collaboration Days for	K-5	District Professional	All Teachers	October 2012 November	Classroom Observations, Lesson	District Professional Developers,
Instructional Planning	11 0	Developers,	1 111 1 00001015	2012, February 2013, May		Curriculum Specialists,
instructional Training		Curriculum Specialists,		2012, 1 cordary 2015, May 2013	1 10115	Administrative Team
		Administrative Team		2015		
Thinking Mong	K-5	District Professional	All Taashara	On Coing Aug May	Classroom Observations, Lesson	District Professional Developera
Thinking Maps	K-3		All Teachers	On- Going Aug-May	Classroom Observations, Lesson	District Professional Developers,
		Developers,			Plans	Administrative Team
		Administrative Team				

Reading Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development: Annual Reading Conference, Collaborative Planning			
Strategy	Description of Resources	Funding Source	Amount
Annual Reading Conference	Common Core/Best Practices/RtI	Title 1	2,500.
Collaborative Planning	Common Core Materials/Assessment Data/ RtI	Title 1	2,500.
Subtotal: \$5,000.			
Other: After School Tutorial			
Strategy	Description of Resources	Funding Source	Amount
After School Tutorial	Stipends	Title 1	18,000.
Supplemental Reading Materials	Grade Specific Supplemental Reading Materials	Title 1	1,200.
General Reading Supplies	Classroom Reading Supplies	Title 1	1,500.
Subtotal: \$20,700.			
Total: \$25,700.			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition			

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Students speak in English and understand spoken English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1.	1. Language Experience Approach	1.1.	1.1.	1.1.	
	1.ELL students need to learn English as core content and social/spoken English in order to communicate effectively.	sensorial experiences.		1.Teachers provide on-going formative assessment in both speaking and listening.	1.CELLA	
	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Based on the 2012 CELLA data, 35.8% of ELL students were proficient in Oral Skills.					

i	i.	1.2.	1.2 Modeling	1.2	1.2	1.2
		1.2.	1.2. Modeling	1.2.	1.2.	1.2.
			1. Teachers demonstrate to the	1.Administration	1.Classroom Observations utilizing	1.CELLA
			learner how to do a task, with		the SLC Instructional Format	
			the expectation that the learner			
			can copy the model. Modeling			
				2.Literacy Coach		
			talking about how to work			
			through a task.			
				3.Team or Grade Level		
				Leader		
		1.3.	1.2. Commentions Learning	1.3.	1.3.	1.3.
		1.3.	1.3. Cooperative Learning	1.3.	1.3.	1.3.
			Group			
				1.Administration	1.Classroom Observations utilizing	1.CELLA
					the SLC Instructional Format	
			1.Students work together in			
			small intellectually and culturally	2.Literacy Coach		
			mixed groups.	2.Literacy Coach		
				3.Team or Grade Level		
				Leader		
Students read in English at grade	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to	Evaluation Tool	
level text in a manner similar to	r r m n	85	for Monitoring	Determine Effectiveness		
non-ELL students.			C	of		
				Strategy		
2. Students scoring 2.1 .		2.1.	2.1.		2.1.	
2. Students scoring	Í					
proficient in Reading.						
1 The new	vt harrier for ELL students	1.Activating and/or Building	1 A dministration	1.Formative Assessment		
I. I ne nez	mber of unfamiliar words	Prior Knowledge.	1.Aummisu auon	1.Formative Assessment	LUELLA	
is the little	ered as an English learner	The Knowledge.				
	ext or listens to teacher or					
	demic talk.		2.Literacy Coach			
		2. Utilizing Journeys ELL				
		materials.				
			3.Team or Grade Level Leader			

CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading :					
Based on the 2012 CELLA data, 43.2% of ELL students were proficient in Reading. By June 2013, 48.8% of ELL students will score proficient in Reading as measured by CELLA.						
	Based on the 2012 CELLA data, 43.2% of ELL students were proficient in Reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
			1.Reading aloud to students helps them develop and improve literacy skills.	1.Administration	1. Timed Student Reading	1.CELLA
				2.Literacy Coach		
				3.Team or Grade Level Leader		

		2.3	2.3	2.3	2.3	2.3
			1.Vocabulary with context clues.	1.Administration	1.Formative Assessments	1.CELLA
				2.Literacy Coach		
				5		
				3.Team or Grade Level		
				Leader		
Students write in English at grade	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to	Evaluation Tool	
level in a manner similar to non-			for Monitoring	Determine Effectiveness		
ELL students.				of		
				_		
	2.1	2.1.	2.1	Strategy 2.1.	2.1	
	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Writing.						
	1. The next barrier for ELL students	 A dialog journal is a 	1.Administration	1.Journals	1.CELLA	
	is the number of unfamiliar words	written conversation in which				
		a student and the teacher				
		communicate regularly and carry on a private	2.Literacy Coach			
		conversation. Dialog journals				
		provide a communicative				
		context for language and				
		writing development.	3.Team or Grade Level Leader			

CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
Based on the 2012 CELLA data, 25.9% of ELL students were proficient in Writing. By June 2013, 30.9% of ELL students will score proficient in Writing as measured by CELLA.						
	Based on the 2012 CELLA data, 25.9% of ELL students were proficient in Writing.					
		2.2.	2.2.	2.2.	2.2.	2.2.
				1.Administration		
			1.Graphic Organizers		1.Student Work	1.CELLA
				2.Literacy Coach		
				3.Team or Grade Level Leader		
		2.3	2.3	2.3	2.3	2.3
			1.Rubrics provide clear criteria	1.Administration	1.Student Writing Samples	1.CELLA
			for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.		r.Sudent writing Samples	
				3.Team or Grade Level Leader		

CELLA Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Graphic Organizers/Books	Word to Word Heritage Dictionaries	Title 1	1,500.
Subtotal: \$1,500.			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$1,500.			
Total: \$1,500.			

End of CELLA Goals

Elementary School Mathematics Goals

April 2012 Rule 6A-1.099811 Revised April 29, 2011

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Students scoring at Achievement Level 3 in mathematics.	1. Common Core standards present new learning for instructional staff to gain a full understanding of each	1a.1. 1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.District professional	1.Administration observation of effective implementation with feedback	1a.1.1 St. Lucie County framework2.Administrative classroom walkthroughs	

Mathematics Goal #1a: By June 2013, 65% (213) of students in grades 3- 5 will score at level 3 or higher on the FCAT 2.0 math test.		2013 Expected Level of Performance:*					
	58% (186) of the students in grades 3-5 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment	By June 2013, 65% (213) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.					
		1a.2. 1.A broad range of knowledge and abilities to implement research-based	 Ia.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support. 	 District professional development team Administration 	1.Administration observation of effective implementation with feedback	1a.2.1.St. Lucie County framework2.Administrative classroom walkthroughs	
		exist among instructional staff.			3.Administrative/teacher conferencing		

		1a.3. Students have limited opportunities to demonstrate thinking and reflection through written response.	understanding.	1.Administrative observation of effective implementation	1a.3. 1. Student responses from teacher-made performance task items	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.						
no students taking	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						

	b. 1	h- 1	b- 1	b- 1	b- 1	
2a. FCAT 2.0:	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	
Students scoring						
at or above	1. Common	1. Instructional	1.District professional	1.Administrative observation of	1.St. Lucie County	
Achievement		staff will			framework	
Levels 4 and 5 in	present new	be provided	development team	effective implementation with		
	learning for	professional				
mathematics.	instructional	development on		feedback		
	staff to gain a full	Common Core Standards for	2.Administration		2.Administrative classroom	
	understanding	Mathematical	2.Administration		walkthroughs	
	of each	Practice. (Full		2. Teacher lesson design	warktinoughs	
	standard.	staff, grade		2. Tedener lesson design		
	Stundur d.	levels, teams,	3.Teacher	reflecting Common Core		
		etc.)		5 5		
		, í		understanding.		
Mathematics Goal	2012 Current	2013 Expected				
	Level of	Level of				
<u>#2a:</u>	Performance:*	Performance:*				
By June 2013, 30% (98)						
of students in grades 3-5						
will achieve FCAT levels						
4 or 5 on the 2012-2013						
FCAT 2.0 Mathematics						
assessment.						
	21% (68) of	By June 2013,	1	1	1 1	
	the students	30% (98) of				
	in grades 3-5	students in grade	s			
		3-5 will achieve				
	at Level 4 or	FCAT levels 4				
		or 5 on the 2012-				
	2012 FCAT	2013 FCAT 2.0				
	2.0 Mathematics	Mathematics				
	assessment	assessment.				

	2a.2.		2a.2.	2a.2	2a.2.	2a.2.	
	1.A bro of knov abilitie	wledge and	1. Instructional staff members will be provided professional development opportunities: learning	1. District professional development team	1.Administrative observation of effective implementation with feedback	1. St. Lucie County framework	
	researc	es of the cie County vork mong	communities, webinars, self-study, and peer support.	2.Administration 3.Teacher		2.Administrative classroom walkthroughs	
					3.Administrative/teacher conferencing		
	2a.3.		2a.3.	2a.3.		2a.3.	
	student respons	ation of t written ses to	l Instructional staff members will be provided professional development on designing reflective	1. District professional development team		1.Student responses from teacher-made performance task items	
	demon thinkin reflecti a new p	ng and	questions and analyzing student responses to determine their depth of understanding	2. Teachers	2. Individual and collaborative review of student work		
			2. Instructional and peer coaching	3. Instructional coaches			
				4.Administration			
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
There are currently no students being Alternately Assessed.							
Assessment: Students scoring at or above Level 7 in mathematics. There are currently no students being Alternately							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Percentage of students making Learning Gains in mathematics.	1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1. Instructional staff will be provided professional development on	1.District professional development team 2.Math coaches	1. Administration observation of effective implementation with feedback	 3a.1. 1. St. Lucie County framework 2. Administrative classroom walkthroughs 	

#3a: By June 2013 65% (213) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
	Mathematics assessment.	By June 2012 65% (213) of the students in grades 3-5 will make learning gains on the 2012- 2013 FCAT 2.0 Mathematics assessment.			

3a.2.	. 3a.2.	3a.2	3a.2.	3a.2.	
			5 u.2.		
of kno abilitio	broad range 1.Instructional staff nowledge and members will be providi tites professional developmen opportunities: learning communities, webinars,	1.District professional development d team It	1.Administration observation of effective implementation with feedback	1. St. Lucie County framework	
resear practic St. Lu frame exist a	arch-based self-study, and peer support. Lucie County nework t among	2.Administration 3.Teacher		2. Administrative classroom walkthroughs	
instruc staff.	ructional f.		3.Administrative/teacher conferencing		
3a.3.	. 3a.3.	3a.3.	3a.3.	3a.3.	
1.The expect studer respor	e daily *1.Instructional staff ectation of members will be provid ent written professional developme onses to on designing reflective questions and analyzing	1. District professional development team tt	1.Administration observation of effective implementation		
thinkin	king and student responses to ection will be determine their depth of w practice. understanding. 2. Instructional and peer coaching	2. Teachers	2.Individual and collaborative review of student work		
	coaching	3.Instructional coaches			
		4.Administration			

		3a4.	3a4.	3a4.	3a4.	3a4.	
		0a4.	0a4.	Ja 4 .	3a4.	5a4.	
		1.Teachers lack of use of manipulatives to demonstrate	1. GoMath! Grab-N-Go materials	1.Teachers	1. Individual and collaborative review of student reflective logs	 Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks 	
		new concepts concretely.		2.Instructional coaches			
			2.St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	3. Administration		2.Results from the 2013 FCAT 2.0 Mathematics assessment	
			3. Provide opportunities for students to verify the reasonableness of number operation results, including in problem			3.Teacher assessment identifying learning scales achievement of targeted goal- level 3.	
			situations				
3b. Florida							
Alternate							
Assessment: Percentage of							
students making							
Learning Gains in							
mathematics.							
There are no							
students currently							
being alternately							
assessed.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
following group:							

	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	i i i i i i i i i i i i i i i i i i i
4a. FCAT 2.0:	+a.1.	+a.1.	+a.1.	+a.1.	Ha.1.	
Percentage of						
students in Lowest	1. Common	1. Instructional	1.District professional	1. Administration observation of	1.St. Lucie County	
25% making		staff will	development team	effective implementation with	framework	
		be provided		feedback		
learning gains in	learning for	professional				
mathematics.	instructional	development on				
	staff to	Common Core	2 Administration		2.Administrative classroom	
		Standards for			walkthroughs	
		Mathematical		2. Teacher lesson design reflective		
	of each	Practice. (Full		of Common Core understanding.		
	standard.	staff, grade				
		levels, teams,				
		etc.)				
Mathamatics Cool	2012 Current	2013 Expected				
Mathematics Goal	Level of	Level of				
<u>#4a</u>	Performance:*	Performance:*				
	r errormance.	r errormanee.				
By June 2013 65% (25)						
students in grades 3-5 in						
the lowest quartile will						
make learning gains on						
the 2012-2013 FCAT 2.0						
Mathematics assessment.						

in grades 3-	$\Gamma 2.0$ make learning				
	*A broad range of knowledge and abilities to implement research-based	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer	* District professional	4a.2. * St. Lucie County framework * Administrative classroom walkthroughs	

	4a.3.	4a.3.	4a.3.	4a.3.	4a.3.	
	student written responses to demonstrate thinking and	 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching 	 * District professional development team * Instructional coaches * Administration 	 * Administration observation of effective implementation with feedback * Individual and collaborative review of student work 	* Student responses from teacher- made performance task items	
	4a4. *Students lack the foundation of number sense.	 4a4. * GoMath! RtI Support * Think Central Strategic Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. 	4a4 * Teachers * Instructional coaches * Administration	* Individual and collaborative review of student reflective logs	 4a4. * Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal- level 3. 	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.						

5A. Ambitious Baseline data 2010- Annual Mesurable 2011 Objectives (AMOs). In six year school will reduce their achievement gap by 50%. By June 2016 By June 2017 60% of students 60% of students 60% of students 60% of students 60% of students 90%. 90%. 60% of students 90%. 90%. 90%. 90%. 90%. 60% of students 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%. 90%.<						
but Achievable Annual Measurable Objectives (AMOs). Reading and hereinsues Target Baseline tata 2010- SA. Ambitious but Achievable Annual Measurable 2011 Baseline tata 2010- Annual Measurable 2011 By June 2016 Objectives (AMOs). By Super 2011 In six year school will reduce their achievement gap by 50%. 60% of students will so % of students will be proficient in Math increasing from the previous year by 16.6%. Solution on the 2010-2011 FCAT 2.0 Math. Mathematics Geal #5A: By June 2013, 67% of students will be proficient in Math increasing will be proficient in Math increasing the previous year by 20%. Mathematics Geal #5A: By June 2013,						
but Achievable Annual Measurable Objectives (AMOs). Baseline tata 2010- By June 2016 By June 2017 5A. Ambitious but Achievable Annual Measurable 2011 Baseline tata 2010- By June 2016 By June 2017 Annual Measurable 2011 Objectives (AMOs). 77% of students will be be proficient in Math increasing increasing from the previous year by students 80% of students will s0% of students will be be proficient in Math increasing increasing from the previous year by previous year by 16.6%. 90% of students will s0% of students						
but Achievable Annual Measurable Objectives (AMOs). Reading and Math Performance Target Baseline tata 2010- By June 2016 By June 2017 SA. Ambitious but Achievable Annual Measurable 2011 Baseline tata 2010- By June 2016 By June 2017 Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Boy Gov of students will be be proficient in Math increasing from the previous year by 16.6%. Solution to the previous year by 16.6%. Solution to the previous year by 16.6%. Solution to the previous year by 20%. Mathematics Geal #SA: By June 2013, Solution to the previous Solution to the previous Solution to the previous Math increasing from the previous FCAT 2.0 Math. Solution to the previous Solution to the previous year by 16.6%. Solution to the previous year by 10.6%. By June 2013, Solution to the previous Solution to the previous Solution to the previous Solution to the previous from the previous Solution to the previous Solution to the previous Solution to the previous Solution to the previous year by 10.6%. Solution to the previous year by 10.6%. Mathematics Geal #Solution Solution to the previous Solution to the previous Solution to the previous Solution to the previous Solution to the previous Solution to the prev						
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but Achievable Annual Measurable Objectives (AMOs). Reading and hereinsues Target Baseline tata 2010- SA. Ambitious but Achievable Annual Measurable 2011 Baseline tata 2010- Annual Measurable 2011 By June 2016 Objectives (AMOs). By Super 2011 In six year school will reduce their achievement gap by 50%. 60% of students will so % of students will be proficient in Math increasing from the previous year by 16.6%. Solution on the 2010-2011 FCAT 2.0 Math. Mathematics Geal #5A: By June 2013, 67% of students will be proficient in Math increasing will be proficient in Math increasing the previous year by 20%. Mathematics Geal #5A: By June 2013,						
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Measurable Objectives Digectives Image: Constraint of the province of the previous of the previou		2011-2012			2016-2017	
(AMO3), Reading and Math Performance Target Baseline data 2010- SA. Ambitious but Achievable data 2010- By June 2016 By June 2017 Annual Measurable 2011 Objectives (AMO3)- Profinance Target 77% of students will 80% of students will be be proficient in Math increasing from the previous year by 16.6%. 80% of students will students 60% of students were proficient on the 2010-2011 80% of students 20%. Mathematics Goal #5A: Math. 80% of students 20%. By June 2013, 67% of students will be provious FCAT 2.0 FCAT 2.0 Math mercasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0 Math increasing from the provious FCAT 2.0 FCAT 2.0 FCAT 2.0 Math mercasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0 Math increasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0 Math mercasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0 Math mercasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0 Math mercasing from the previous FCAT 2.0 FCAT 2.0 FCAT 2.0						
Math Performance Target	(AMOs), Reading and					
but Achievable data 2010- Annual Measurable 2011 77% of students will be Objectives (AMOs), In six year school will reduce their achievement gap by 50%. 60% of students 80% of students will be proficient in Math increasing increasing from the previous year by 16.6%. S0%. 60% of students 00%. 90%. S0%. 60% of students 90%. 90%. S0%. 60% of students 90%. 90%. S0%. 60% of students 90%. 90%. S0%. 90%. 90%. 90%. S0%. 90%. 90%. 90%. S0% 90%. 90%. 90%. S0%. 90%. 90%. 90%. S0%. 90%. 90%. 90%. S0%. 90%. 90%. 90%. Mathematics Goal #5A: 90%. 90%. 90%. By June 2013, 60% of students will be proficient in Math increasing from the previous 90%. 90%.	Math Performance Target					
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Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 60% of students 20%. 20%. 50%. 0 the 2010-2011 FCAT 2.0 Math. 2010-2011 FCAT 2.0 Math. 2010-2011 FCAT 2.0 2010-2011 FCAT 2.0 2010-2011 FCAT 2.0 2010-2011 FCAT 2.0 By June 2013, 67% of students will be proficient will be proficient in Math increasing from the previous 2010-2011 FCAT 2.0 2010-2011 FCAT 2.0 2010-2011 FCAT 2.0						
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will reduce their achievement gap by 50%. 60% of students were proficient on the 2010-2011 FCAT 2.0 Math. 60% of students from the previous year by 16.6%. 20%. Mathematics Goal #5A: Math. Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students By June 2013, Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students will be proficient in Math increasing from the previous Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students Image: Constraint of the students						
achievement gap by 50%. 60% of students were proficient on the 2010-2011 FCAT 2.0 Math. 20%. Mathematics Goal #5A: Math. 16.6%. By June 2013, 67% of students will be proficient in Math increasing from the previous Image: Comparison of the previous of the pr						
Solvential get of students were proficient on the 2010-2011 FCAT 2.0 Math. If Critical year by 16.6%. Mathematics Goal #5A: Math. By June 2013, 67% of students will be proficient in Math increasing from the previous		60% of				
were proficient on the 2010-2011 FCAT 2.0 Math. were proficient in Math. 10.0 %. Mathematics Goal #5A: Image: Comparison of the second se						20%o.
proficient on the 2010-2011 FCAT 2.0 Math.proficient on the 2010-2011 FCAT 2.0 Math.proficient on the POINT AND	50 /0.				16.6%. <mark></mark>	
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Math.Math.Math.Math.Mathematics Goal #5A:#5A:Image: Constraint of the provide t						
Mathematics Goal Mathematics Goal #5A: By June 2013, 67% of students Goal will be proficient Goal in Math increasing Goal from the previous Goal						
#5A: By June 2013, 67% of students will be proficient in Math increasing from the previous		Math.				
By June 2013, 67% of students will be proficient in Math increasing from the previous	Mathematics Goal					
67% of students will be proficient in Math increasing from the previous	<u>#5A:</u>					
67% of students will be proficient in Math increasing from the previous						
67% of students will be proficient in Math increasing from the previous	By June 2013,					
will be proficient in Math increasing from the previous						
will be proficient in Math increasing from the previous	67% of students					
in Math increasing from the previous						
from the previous	in Math increasing					
	year by 6.7%.					

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data,	Barrier	Sumo _B ,	Responsible for	Effectiveness of		
and reference to "Guiding			Monitoring			
Questions", identify and define areas in need of				Strategy		
improvement for the						
following subgroup:						
	5a.1	5a.1.	5a.1.	5a.1.	5a.1.	
	*Common	*Instructional	* District professional	* Administration observation of	* St. Lucie County	
	Core standards	staff will	development team		framework	
	present new	be provided		feedback		
	learning for instructional	professional development on	* Math coaches	* Teacher lesson design reflective	 Administrative classroom walkthroughs 	
	staff to	Common Core	* Administration	of Common Core understanding.	waikuitougiis	
	gain a full	Standards for				
		Mathematical				
	of each standard.	Practice. (full				
	standard.	staff, grade levels, teams,				
		etc.)				
		,				
Mathematics Goal	2012 Current	2013 Expected				
#5 <u>B:</u>	Level of	Level of				
<u></u>	Performance:*	Performance:*				
WAITING ON DATA						
FROM DOE.						

5a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	 Administration observation of effective implementation with feedback 	5a.2. * St. Lucie County framework * Administrative classroom walkthroughs	
5a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	 5a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching 	 Administration observation of effective implementation 	5a.3. * Student responses from teacher-made performance task items	

	1	7 4	5 4	5 4	5 4	5 4	
		5a.4.	5a.4.	5a.4.	5a.4.	5a4.	
		as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting :	 * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices 	* Teachers * Instructional coaches	collaborative review of student work	 * Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal- level 3. 	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	Common Core standards present new learning for instructional staff to gain a full understanding	Instructional staff	 * District professional development team * Math coaches 	 * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding. 	5c.1. * St. Lucie County framework * Administrative classroom walkthroughs		

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WAITING ON DATA FROM DOE.	
Sc.2. Sc.2. Sc.2. Sc.2. Sc.2. Sc.2. A broad range of knowledge and abilities Instructional staff * District professional development * Administration observation * St. Lucie County framework opportunities: learning to implement research-based practices of the startwist among instructional staff. * Math coaches * Teacher lesson design * Administrative classroom staff. St. Lucie County Framework * Administrative * Administrative/teacher conferencing	

		The daily expectation of student written responses to demonstrate thinking and reflection will be	 5c.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 	* District professional development team	 Administration observation of effective implementation 	5c.3. * Student responses from teacher-made performance task items	
			* Instructional and peer coaching				
		Students come with limited academic language.	Instructional staff will engage students in daily vocabulary activities.	* Teachers* Instructional coaches	Academic vocabulary used by students in written and oral responses.	 5c.4. * Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal- level 3. 	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	5 1 1	5 1 1	5.1.1	5.1.1	5 1 1	
	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.	
with Disabilities						
(SWD) not making	Common Core	Instructional staff	* District professional	* Administration observation of	* St. Lucie County	
(SWD) not making	standards	will be provided		effective implementation with	framework	
satisfactory	present new	professional		feedback		
progress in	learning for	development on	* Instructional coaches		* Administrative classroom	
mathematics.	instructional	Common Core		* Teacher lesson design reflective	walkthroughs	
	staff to	Standards for	* Administration	of Common Core understanding.	-	
		Mathematical		_		
		Practice. (full				
	of each	staff, grade				
	standard.	levels, teams,				
		etc.)			1	
					1	
					1	
Mathematics Goal	2012 Current	2013 Expected				
#5D:	Level of	Level of				
<u>#3D.</u>	Performance:*	Performance:*				
WAITING ON DATA						
FROM DOE.						
					1	
					1	
					1	
					1	
					1	
					1	

kno abil to ir rese prac St. 1 fran exis	broad range of owledge and ilities professional developmen opportunities: learning communities, webinars, search-based actices of the . Lucie County unework ist among structional staff	* District professional development dteam	 Administration observation of effective implementation with feedback 	5d.2. * St. Lucie County framework * Administrative classroom walkthroughs	
exp stuc resp dem thin refle	3. 5d.3. ne daily * Instructional staff pectation of members will be provided ident written professional developmen sponses to on designing reflective monstrate questions and analyzing inking and student responses to flection will be widerstanding. * Instructional and peer coaching	* District professional development dteam t * Instructional coaches	 Administration observation of effective implementation 	5d.3. * Student responses from teacher-made performance task items	

		Due to the nature and severity of the individual's disability, students have difficulty	Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-	5d.4. * Teachers * Instructional coaches	* Observation of student independently applying step- by-step problem solving	5d.4. * Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment	
Based on the analysis of	Anticipated		step support for problem- solving. Person or Position	Process Used to Determine		* Teacher assessment identifying learning scales achievement of targeted goal- level 3.	
student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
	standards present new learning for instructional staff to gain a full understanding of each	Instructional staff	 * District professional development team * Math coaches 	5e.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5e.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Mathematics Goal #5E: WAITING ON DATA FROM DOE.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		A broad range of knowledge and abilities to implement research-based	Instructional staff members will be provided professional development	 * District professional development team * Math coaches * Administration 	* Administration observation of effective implementation with feedback	5e.2. * St. Lucie County framework * Administrative classroom walkthroughs	

5e.3.	5e.3.	5e.3.	5e.3.	5e.3.	
TT1 1 1	* T 1 CC	* D' 4 ' 4 ' C ' 1 1 1 4	* 4 1 * * 4 4* 1 4*	* C(1)	
The daily	* Instructional staff	* District professional development	* Administration observation		
expectation of	members will be provided		01	teacher-made performance task	
student written	professional development			items	
responses to	on designing reflective	* Instructional coaches	effective implementation		
demonstrate	questions and analyzing		with		
thinking and	student responses to	* Administration			
	determine their depth of		feedback		
a new practice.	understanding.				
			* Individual and		
	* Instructional and peer		collaborative review of		
	coaching				
			student work		
5e.4.	5e.4.	5e.4.	5e.4.	5e.4.	
Students lack th	Use literature in	*Teachers	*Observation of appropriate	* Weekly assessments and St.	
	ymathematics to provide		use of vocabulary in student		
to solve real-	the meaning necessary for	* Instructional Coaches		and Easy CBM Benchmarks	
world problems.				5	
	grasp mathematical			* Results from the 2013 FCAT	
	concepts and make			2.0 Mathematics assessment	
	connections with real-				
	world situations			* Teacher assessment	
				identifying learning scales	
				achievement of targeted goal-	
				level 3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Go Math and	K-5	District PD	All Teachers	On-going Aug-May	Classroom Observation, student	Administrative team, District
Technology PD		Liaison, Math Curriculum Specialist			work	Support Staff
FC for Teachers of Mathematics	K-5	Instructional Strategies	Identified Teachers	October, 2012	Tickets to try, grade level Professional Development	Administrative Team, District Support Staff
Math Routines to include Differentiated Instruction and Centers	K-5	District PD Liaison, Math Curriculum Specialist	All Teachers	Ongoing, Aug- May	Classroom Observation, student work	Administrative team, district Support Staff

Mathematics Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Florida Conference for Teachers of	Copy and Paste	Title 1	3,500.
Mathematics			
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Go Math and Technology PD	District PD Liasion, and District Math Specialist	Title 1	
Math Routine to include Differentiated Instruction and Centers	District PD Liasion, and District Math Specialist	Title 1	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

2013 School Improvement Plan – DRAFT

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Elementary and	Problem-			
Middle Science Goals	Solving			

	Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
scoring at Achievement Level 3 in science.	Lack of multiple resources to meet the science NGSSS standards	Provide common		Team Meeting Data Elements	1a.1. Teacher Evaluation Framework	

 Level of	2013 Expected Level of Performance:*					
the 2011-2012 FCAT assessment.	students will achieve a Level 3 in science on					
	la.2. Time and funding for professional development	Implement and train teachers on the 5e	Science	la.2. Professional development surveys	la.2. Teacher Evaluation Framework	

I.3.	· · · · · · · · · · · · · · · · · · ·	i	h a		li a		
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Image: Source of the state		Onnortunities for	Dravida activitica	Saianaa Taaahara/Saianaa Chair/	• Monitor the	Classroom Observations	
students to express to design and develop science and orgineering projects to increase scientific increase incr		Opportunities for					
express develop science and engineering heir learning in egards intercase scientifie thinking, and the development and implementation intercase scientifie the accessing intercase scintifie the accessing in		- 4- J 4 - 4 -		Administration		-	
Image: Contranting in projects in increase scientific increase scientincrease scincrease scincrease scientific increase scientific incr						labs	
heri raming in regards increase scientific thinking, and the development and development and of inquiry-based activities that activities that		express					
regards instructs scientific thinking, and the development and implementation of inquiry-based activities that allow for testing • Monitor o science content orinquiry-based activities that allow for testing • Monitor of data analysis, data analysis, data analysis, data analysis, explanation of variables, and design in Physical, Life, Earth Space, and Nature of Science • Monitor • Monitor (e.g., Power - Science Fair Projects • Monitor Writing/ variables, and • Writing/ variables, and - Science Fair Projects • Monitor (e.g., Power - Writing/ variables, and - Writing/ variables, and - Writing/ variables, and • Monitor (e.g., Power - Writing/ variables, and - Writing/ variables, and - Writing/ variables, and • Monitor (e.g., Power - Writing/ variables, and - Writing/ variables, and - Writing/ variables, and • Monitor (monitor) - Writing/ variables, and - Writing/ variables, and - Writing/ variables, and • Monitor - Writing/ variables, and - Writing/ variables, and - Writing/ variable, and • Monitor - Writing/ variable, and variated - Writing/ variable, and - Writing/ variable, and • Monitor - Writing/ variables teacher- variable <td></td> <td></td> <td></td> <td></td> <td></td> <td> Writing prompts </td> <td></td>						 Writing prompts 	
hinking, and the o science content o science content of inguiny-based activities that allow for testing of hypothess, data analysis, explanation of variables, and experimental design in Physical, Life, Farth Space, and Nature of Science Fait Projects of the use of of hypothess, data analysis, explanation of variables, and experimental design in Physical, Life, Farth Space, and Nature of Science of the use of operative science data analysis, experimental design in Physical, Life, Farth Space, and Nature of Science of the use of operative science data analysis experimental design in Physical, Life, Farth Space, and Nature of Science of the use of science operative science operative science contexts such on science contexts such operative science contexts science contextscience operat						······8 F·····F··	
o science content development and implementation of inquity-based a divitivitis that allow for testing of by potheses, explanation of variables, and experimental design in Physical, Life, faith Space, experimental design in Physical, experimental design in Physical, explain concepts related to matter, energy, force, and motion. • After cach assessment), explain concepts explain concepts		regards					
Interpretation of inquiry-based activities that allow for testing of hypotheses, data analysis, caplanation of variables, and capering in Physical caperi						 Benchmark Assessments 	
 of inquiry-based activities that allow for testing of hypotheses, of hypotheses, data analysis, data analysis, data analysis, experimental design in Physical, Life, Earth Space, experimental design in Physical, Life, Earth Space, Science. After each assessment instruction f. Ensure that instruction f. Ensure that instruction demonstrated as well as student-centered activities that student-centered activities that at apply, analyze, activities that b identify explain concepts related to matter, energy, force, and methonia. b identify explain concepts related to matter, energy, force, and energy, force, and methonia. b identify explain concepts related to matter, energy, force, and methonia. b identify explain concepts and develop and develop and develop b identify explain concepts in science b identify instructional in science b identify instructional in science b identify 		to science content			benchmarks.		
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adata analysis, cc.g., Power variables, and Lab Roports, variables, and Lab Roports, variables, and Conclusion design in Physical, Writing, Life, Earth Space, Current and Nature of Events, etc.) Science. • result - demonstrated assessment instruction (Interim or includes teacher- demonstrated Science as well as Benchmark student-centered Assessments), laboratory conduct data activities that analysis apply, analyze, ad to identify cyclaation of explain onter, related to matter, energy, force, and motion. and develop related to sapply adivities for apply, indiyze, ad differentiated orgoritamines and develop related to sapply affirestrated apply affirestrated apply affirestrated orestrates suphly ativititis <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
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experimental Conclusion design in Physical, Life, Earth Space, and Nature of Writing, Current and Nature of Events, etc.) Science. • • After cach assessment instruction includes teacher- demonstrated Quarterly atomotive teacher- demonstrated Quarterly atomotive teacher- demonstrated Benchmark student-centered Assessments), laboratory activities that apply, analyze, ad to identify related to matter, energy, force, and motion. students' related to matter, energy, force, and motion. analysis advelop • Provide opportunities for teachers to apply mathematical computations ativities instructional in sveince ativities students' computations							
design in Physical, Life, Earth Space, and Nature of Science. writing, Current Events, etc.) • After each assessment instruction includes teacher- demonstrated as well as student-centered dawoustrated as well as student-centered cativities that • After each assessment (Interim or Quarterly Science • International includes teacher- demonstrated as well as student-centered cativities that • Output benchmark benchmark activities that • International includes teacher- demonstrated as well as student-centered cativities that • After each assessment Benchmark Benchmark Benchmark activities that • International internation activities that • After each assessment Benchmark Benchmar							
Life, Earth Space, and Nature of Science. Current Events, etc.) • After each assessment instruction includes teacher- demonstrated as well as • Ensure that instruction includes teacher- demonstrated as well as • Benchmark Student-centered laboratory activities that apply, analyze, ad explain concepts • Provide motion. • Provide motion. • Provide computations in science • Provide computations • Provide computations • Provide computations • Provide computations • Provide computations • Provide computations • Brodress • Provide computations • Brodress			experimental		Conclusion		
and Nature of Science. Events, etc.) Science. • After each assessment (Interim or includes teacher- demonstrated demonstrated Quarterly demonstrated Benchmark student-centered Assessments), laboratory activities that analysis apply, analyze, ad to identify related to matter, energy, force, and motion. performance opportunities for teachers to apply mathematical to identify opportunities for teachers to apply antifierentiated opportunities for teachers to apply antifierentiated opportunities for teachers to apply to address computations instructional activities matter, energy, force, and motion. to address opportunities for teachers to apply astudent needs. computations instructional activities individual			design in Physical,		writing,		
and Nature of Science. Events, etc.) Science. • After each assessment (Interim or includes teacher- demonstrated demonstrated Quarterly demonstrated Benchmark student-centered Assessments), laboratory activities that analysis apply, analyze, ad to identify related to matter, energy, force, and motion. performance opportunities for teachers to apply mathematical to identify opportunities for teachers to apply antifierentiated opportunities for teachers to apply antifierentiated opportunities for teachers to apply to address computations instructional activities matter, energy, force, and motion. to address opportunities for teachers to apply astudent needs. computations instructional activities individual			Life, Earth Space,		Current		
Science. • After each assessment • Ensure that instruction instruction includes teacher- demonstrated as well as (Interim or Quarterly demonstrated as well as Science student-centered laboratory activities that Assessments), laboratory activities that apply, analyze, ad explain concepts to identify students' related to matter, energy, force, and motion. • Provide opportunities for teachers to apply mathematical computations in science • Provide differentiated in science • Opportunities for teachers to apply mathematical in science • addresss individual in science							
 Ensure that instruction includes teacher- demonstrated as well as subdent-centered laboratory Assessments), conduct data activities that analysis activities that analysis activities that analysis related to matter, energy, force, and motion. Provide opportunities for teachers to apply Provide opportunities for teachers to apply activities activities activities in science below in those computations activities in science below in the set in student needs. 					. ,		
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explain concepts students' related to matter, performance energy, force, and within those notion. categories and develop and develop opportunities for instructional teachers to apply activities computations individual in science student needs. contexts such contexts such							
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energy, force, and motion. within those and develop and develop opportunities for teachers to apply mathematical computations activities computations individual in science contexts such student needs.							
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 Provide Opportunities for teachers to apply mathematical Computations in science contexts such and develop differentiated instructional activities to address student needs. 							
 Provide opportunities for teachers to apply mathematical computations in science contexts such differentiated instructional activities to address individual student needs. 			motion.				
opportunities for teachers to apply mathematicalinstructional activitiescomputations in scienceto addresscontexts suchstudent needs.			Drovida				
teachers to apply activities mathematical to address computations individual in science student needs. contexts such student needs.							
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computations individual in science student needs. contexts such					activities		
in science student needs.							
contexts such							
					student needs.		
as manipulating • Conduct mini-				1			
			as manipulating		 Conduct mini- 		

data from tables	assessments
in order to find	and utilize
averages or	results
differences.	to drive
	instruction.
Provide	
opportunities	Monitor
for teachers to	students'
integrate literacy	participation
in the science	in applied
classroom in order	STEM
for students to	activities,
enhance scientific	i.e., Science
meaning through	Fair and
writing, talking,	other types
and reading	of science
science.	competitions
	and the
Instruction in	quality of
grades K-5 adheres	their work.
to the depth	
and rigor of the	
Next Generation	
Sunshine State	
Standards as	
delineated in the	
District Pacing	
Guides.	

-							
1	b. Florida Alternate						
	ssessment: Students						
	coring at Level 4, 5, and 6						
	n science.						
μ	ii science.						
L							
		2012 Current	2013 Expected				
		Level of	Level of				
		Performance:*	Performance:*				
N	V/A						
Г	Based on the analysis of student	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
	achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of		
	to "Guiding Questions", identify and define areas in need of						
	and define areas in need of				Strategy		
	improvement for the following group:						
	group.		•				

2a. FCAT 2.0: Students	2a.1.	2a.1.		2a.1.	2a.1	2a.1.	
scoring at or above	[ľ	∠a.1.	2a. 1		
Achievement Levels 4 and	Flamontary	• De	evelop			Benchmark Science	
Achievement Levels 4 and	Science		ofession	PLC Science Teacher Leaders	PLC Meeting Data,	Assessments, FCAT	
5 in science.	Teachers	al	010551011	Leaders	Student Data from	Assessments, PCAT	
	do not have		earning		Formative Assessments		
	a depth of		ommunit				
	Science	ies	s (PLC)				
	background	of	, (I LC)				
	knowledge.		ementar				
	inio wieuge.	v s	science				
		tea	achers				
			order				
		to					
			search,				
		col	llaborat				
		e, e	design,				
		and	d				
		im	plement				
		ins	struction				
		al					
			ategies				
		to					
			crease				
		rig	gor				
		thr	rough				
		inc	quiry- sed				
			arning				
		in					
			ysical,				
		Fa	arth				
			bace,				
		and	d Life				
		Sci	ciences.				
		Th	ne PLC				
			ould				
			clude				
			rtical				
		and	d				
		ho	rizontal				
		ali	ignment				
		wi	ithin the				

· · · · · · · · · · · · · · · · · · ·		<u>.</u>		
	school in order to ensure continuity of concepts taught and to stress the importanc e of the New Generatio n SS Standards.			
Science Goal #2a: 2012 Current Level of Performance:* By June of 2013, 20% (22) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.	resources 2013Expected Level of			

	12%(13) students	00%(22) students	İ	İ			
	$\frac{12}{9}$ achieved a Level	20%(22) students will achieve a					
	4 or 5 in science	Level 4 or 5 in					
		science					
	011	sciclicc					
	the 2011/	on the 2012/					
		2013 FCAT					
		assessment.					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		Students need	Infuse Science into the	Classroom Teachers	Informal/Formal	Writing Samples, FCAT Writing,	
		to master			Observations, Student	Formative/Summative Assessments	
		informational	Literacy Block.		Work, Collaborative	i offinative/Summative Assessments	
		reading and			Grading Rubrics, and		
		nonfiction			data from Student		
		writing.			samples.		
		witting.			samples.		
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate							
Assessment: Students							
scoring at or above Level 7							
in science.							
N/A	2012 Current	2013Expected					
	Level of	Level of					
	Performance:*	Performance:*					

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

Writing Goals	Problem- Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1a. FCAT:	1a.1.	1a.1.	1a.1.	la.1.	la.1.		
Students scoring at							
Achievement Level							
3.0 and higher in	V	Combrat and a	CCCC Cite have a Constant soul		SI C Emmende		
writing.	Knowledge of the Anchor Standards	Conduct grade level specific	Representative Team Member	Classroom observation feedback	documentation		
	for Writing as	professional	and Assistant Principal	DQ3,and DQ4	documentation		
	outlined in the CCSS	development	_				
	for K – 5.	to deepen understanding of					
		Writing curriculum					
		and expectations.					

Writing Goal #1a:	of Performance:*	2013 Expected Level of Performance:*			
By June 2013, 90% (101) of the students will score proficient as measured by FCAT 2.0 Writing.					
	(88) of the students scored 3.0 or higher as measured by FCAT 2.0 Writing.	By June 2013, 90% (101) of the students will score proficient as measured by FCAT 2.0 Writing.			

[1	1a.2.	1a.2.	1a.2	1a.2.	1a.2.	
		Students' appropriate use	Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in	Administrative Team		SLC Framework documentation	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
		implementation	K – 2 Teachers will participate in Lesson Study targeting Write From the Beginning lessons.	Reading Coach	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.							
.N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Writing Professional Development

Professional Development (PD) aligned with Strategies throug Professional Learning Community (PLC or PD Activity	h					
Please note that each Strategy does not require a professional development o PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Anchor Standards	K – 5	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team
Write From the Beginning	Grade 3 and Grade 4 Writing	District Traine	r All 3 rd Grade Teachers, Identified teachers in Grade 4.	September 2013	Classroom Observation and Feedback	Administrative Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district		
funded activities/materials.		
Evidence-based Program(s)/Materials(s)		

Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking	Binder of Resources	Title I	\$375.00
Maps)			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking	Substitutes for 3 teachers x 3 days	Title I	\$675.00
Maps)			
Lesson Study	Substitutes for 5 teachers x 3 days	General Fund	\$675.00
Subtotal: \$1,725.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance			represents next to the pe		X	
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Truancy increased by 8% from the previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services.	1.1. Assistant Principal		1.1. Truancy logs and attendance rosters.		

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
	Attendance Kate.	Attendance Kale.			
Our goal for this					
year is to increase attendance to 94% by					
minimizing absences					
due to illnesses					
and truancy, and to					
create a climate in					
our school where					
parents, students,					
and faculty feel welcomed and					
appreciated by June					
2013.					
Our second goal is to decrease the number					
of students with					
excessive absences					
(10 or more) and					
excessive tardiness					
(10 or more) by 5%					
by June 2013.					
	%	%			

Ni Wi Al	umber of Students tith Excessive bsences	2013 Expected Number of Students with Excessive Absences (10 or more)					
#		#					
Ni St Ex	umber of tudents with	2013 Expected Number of					
#		#					
		absences have increased by 10% from previous year.	1.2. Provide parents with information for the KidCare program, Florida's state insurance program for children.		1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC or PD Activity	1					
Please note that each Strategy does not require a professional development on PLC activity.	r					
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Truancy Prevention	K12	Student Services/ District staff	All counselors and attendance staff	September 26, 2012	A truancy Intervention Program will be developed during the PD.	-
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/ nurse	PE/Health teachers, resource teachers	October 26, 2012	An Assistant Principal will monitor this implementation of the program. Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
April 2012 Rule 6A-1.099811 Revised April 29, 2011]	119	

Truancy Prevention	Provide incentives for students with		
	improved attendance.		
Best Practices and Model Truancy Programs Reimer, M. S., & Dimock, K. N.	This publication focuses on those programs, approaches, and strategies that have already demonstrated success. Six critical components of successful truancy intervention programs are identified. This is the first publication in the <i>Truancy</i> <i>Prevention in Action</i> series. (2005)		Item Number: TP0502 Price: \$9.50 each (Members: \$7.60)
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Health and Wellness PD	Substitutes for teachers		
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

when using perce	mages, menude	the number of st	ducints the percentage	represents next to the per	centage (c.g. 7070	(55)).	
Suspension	Problem-						
Goal(s)	solving						
Guai(s)	0						
	Process to						
	Decrease						
	Suspension						
	-						
	A (1) (1)	<i>a.</i> .	D D V				
Based on the analysis of suspension data, and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
reference to "Guiding			Responsible for Monitoring	Effectiveness of			
Questions", identify and				Strategy			
define areas in need of				Strategy			
improvement:	1 1	1.1	1.1	1.1	1 1		
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	The total number of	Create incentives	Administrative team and PBS	Monitor behavior incident report	PBS incentives log of		
	in-school and out-of-				attendance for students		
			Core team	-	who are recognized for		
	increased from XXX				complying with SLC		
		and/or MTSS/RTI to recognize and reward			Student Code of Conduct along with monthly BIR/		
	to XXX in the 2011-	positive compliance			Skyward data reports.		
		on St. Lucie County			, ,		
	increase of XXX	Code of Student					
	incidents.	Conduct.					
	There are limited						
	opportunities to						
	recognize students for						
	positive behavior.						

Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.	<u>of In –School</u> Suspensions	2013 Expected Number of In- School Suspensions			
	#14	#12.6			
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended			
	In-School	In -School			
	#10	#9			
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School			
	110.4	Suspensions	 		
	#84 2012 Tetel Nemeker	#75.6			
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended			
		<u>Out- of-School</u>			
	#41	#36.9			

	1.2.	1.2.	1.2.	1.2.	1.2.	
		Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.			Parent Contact Log, Parent sign in/ out log	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-	up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)			
PD on PBS	K12	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	January, 2012			
PD on MTSS/RTI	K12	MTSS/RTI Core Team members	All faculty	October, 2012			
Breakfast for Bus Drivers (PD)	Behavior	AP/	Bus Drivers	September, 2012			
		PBSCoach/					
		PBSTeam Leader					
Suspension Bud	lget (Insert rov	ws as needed)					
Include only school- activities/materials a funded activities /ma	nd exclude distri aterials.						
Evidence-based Prog	gram(s)/Materials						
Strategy		Descripti	on of Resources	Funding Source		Amount	
	Subt	ntel·					
Technology	Subt						
Strategy		Descripti	on of Resources	Funding Source		Amount	
		I .					
	<u> </u>						
	Subt	otal:					
Professional Develo	pment						
Strategy		Descripti	on of Resources	Funding Source		Amount	

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

Parent Involvement Goal(s)						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1:	For Title One Schools only, you can insert your Parent Involvem ent Plan (PIP) here.					
	All others, contact Sarita Ricks: SARITA.RICK Søstluciesch pols.org 772.429-7694					

	level of Parent	2013 Expected level of Parent Involvement:*					
This Title I school will upload their PIP.							
	data for current	Enter numerical data for expected level of parent involvement in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	,	meetings)		

Parent Involvement Budget

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
				I

Subtotal:		
Total:		

End of Parent Involvement Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal							
<u>#1:</u>							
*Diagaa wafan ta tha							
*Please refer to the percentage of parents who							
participated in school							
activities, duplicated or							
unduplicated.							
	2012 Current	2013 Expected					
	level of Parent	level of Parent					
	Involvement:*	Involvement:*					
Enter narrative for the goal in this box.							
	data for current	Enter numerical data for expected					
	level of parent	level of parent involvement in this					
	box.	box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
	Subject					Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Amuil 2012			

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving
	Process to
	Increase Student
	Achievement

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
				Strategy	
STEM Goal #1:	1.1.	1.1.	1.1.		1.1.
Enter narrative for the goal in this box.					
(Refer to Technical Assistance and					
align with District Stem Objectives and					
Goals.)					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through April 2012 Rule 6A-1.099811 Revised April 29, 2011

Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	-	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving		
	Process to		
	Increase Student		
	Achievement		

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1:	1.1.	1.1.	1.1.		1.1.
N/A					
					1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional

Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

	Problem-			
Additional Goal(s)	Solving			
Auditional Goal(s)	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*				
Enter narrative for the goal in this box.						
this box.						
	Enter numerical	Enter numerical				
	data for current	data for expected goal in this box.				

	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Sucject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
April 2012		
Rule 6A-1.099811		
Revised April 29, 2011	140	

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:

Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

• Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

 \Box Yes \Box No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount