

# 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: Mariposa Elementary School	District Name: St. Lucie County
Principal: R. Craig Logue	Superintendent: Michael Lannon
SAC Chair: Carl Andor	Date of School Board Approval: 10-09-12

### **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**

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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.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	R. Craig Logue	Sch Principal	7	22	11-12: B, 10-11: AYP 74%, A, 09-10: AYP 97%, A, 08-09: AYP 72%, B, 07-08: AYP 72%, B.
Assistant Principal	Sandra L. Bushby	Elem Ed K-6, Early Child, ESOL, Super/AdminK-12, Sch Principal K-12	6	21	11-12: B, 10-11: AYP 74%, A, 09-10: AYP 97%, A, 08-09: AYP 72%, B, 07-08: AYP 72%, B, 06-07: AYP 85%, A, 02-03: B, 01-02: C, 00-01: C, 99-00: A, 98-99: C

**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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rosemary Ayers	BS, MA/ Read End K-12, Elem Ed K-6, ESOL	3	3	11-12: B, 08-09: A, 07-08: A, 07-06: B, Writing 08-09: 99% prof, 07-08: 82% prof, 06-07: 75% prof. Reading 08-09, 07-08, and 06-07: 100% prof all subgroups
Math	Teresa MacInnes	BS, MA- Ed Leadership, Elem Ed K-6, ESOL	3	1	11-12: B, Writing: 4.4, Read: 85%, Math 90%, 10-11: Writing: 3.9, 86%, Read: 65%, Math: 84%.

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Providing both a Reading and Math Coach, will significantly improve reading and math achievement by increasing teacher capacity to plan and provide effective, balanced, research-based reading and math instruction.	C. Logue, S. Bushby	May 2013	
2. Based on assessment data and demonstration of skills, teachers will be identified by principals and coaches to serve as mentor-level teachers	C. Logue, S. Bushby	May 2013	

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3.	Teachers will have opportunities to observe classrooms of mentor teachers.	C. Logue, S. Bushby	May 2013	
4.	During the school year, the coaches will provide ongoing professional development with teachers to deepen the understanding of the reading process, language structure, individual differences in reading, and the use of assessments to guide instruction. The specific topics of study will be based on the specific professional development needs and the needs of teachers.	C. Logue, S. Bushby	May 2013	
5.	The coaches' first responsibility is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback to teachers.	C. Logue, S. Bushby	May 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
Stephen Reigle OOF	Elem Ed K-6	Kindergarten	Taking ESOL classes
Ashley Thomas OOF	Elem Ed 1-6	4 <sup>th</sup> grade	Taking ESOL classes
Lisa Hutchins OOF	Mental Health Counselor	Guidance Counselor	Completed School Counseling program

*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)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
60	8.33% (5)	21.67% (13)	38.33% (23)	31.67% (19)	33.33% (20)		0% (0)	11.67% (7)	68.33% (41)

*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
Camelia Lebron	Stephen Reigle (new to FL)	Both K, Clinical Ed.	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST

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Monica Almeida	Isabelle Brunache (new to school and grade)	Both 3 <sup>rd</sup> grade, Clinical Ed, NBCT	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Maria Docampo-Nunez	Ashley Thomas (new to teaching)	Both 4 <sup>th</sup> grade, Grade Chair	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Daniel Swayne	Michele Graci (new to grade)	Both 4 <sup>th</sup> grade	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Kari McIntyre	Allison Pozo (new to teaching)	Both Kindergarten	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Theresa Delancy	Quotaysha Jones (new to school)	Both 3 <sup>rd</sup> grade, Masters	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Jennifer Skurnick	Catharine Colon (new to position)	Both 3 <sup>rd</sup> grade	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Peter Rjnelli	Mary McCartney (new to school)	Both Resource teachers, Grade Chair	Scope & Sequence, Pacing calendar, Common assessments, Interventions
Pamela Schoeff-Groth	Allison Swink (new to school)	Both 2 <sup>nd</sup> grade	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Laura Lenihan	Elizabeth Forbes (new to SLC)	Both 1 <sup>st</sup> grade	Scope & Sequence, Pacing calendar, Common assessments, Interventions, classroom management, SHINE, NEST
Rosemary Ayers	Lisa Hutchins (new to school, position)	Both Resource teachers	MTSS/RTI process, testing and evaluation, forms, and data

**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: coordinates and integrates with Title II, Title II, Migrant and Neglected and Delinquent to provide support in reading, math, science, and writing.
Title I, Part C- Migrant: coordinates and integrates with Title I Part A and Title III to provide academic support as well as support for the individual needs of families and students.

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Title I, Part D: coordinates and integrates with Title I Part A and Title III to provide academic support as well as support for the individual needs of families and students.
Title II: coordinates and integrates with Title I Part A and Title III to provide academic support as well as support for the professional development.
Title III: integrates supplemental services for academic support for students in Reading and Mathematics with Title I Part A, IDEA and Title II.
Title X- Homeless: integrates supplemental services for academic support for students in Reading and Mathematics with Title I Part A, IDEA and Title II.
Supplemental Academic Instruction (SAI): Funds will be coordinated with Title I funds to provide summer school for 3 <sup>rd</sup> grade Level 1 readers.
Violence Prevention Programs: The school offers a non-violence and anti-drug program.
Nutrition Programs: Title I Part C coordinates with local programs to provide information on how families can receive services, such as Mustard Seed and The Harvest.
Housing Programs: Title I, Part A and Part C coordinate with local programs, like Image of Christ in Fort pierce, to provide support for rent, utilities and other needs of families.
Head Start: Title I, Part A and the Early Learning Coalition coordinate to provide early educational experiences.
Adult Education: Title I, Part a and Part C coordinate with Indian River State College to provide our parents with the educational opportunity to receive their high school diploma.
Career and Technical Education: NA
Job Training: NA
Other: NA

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

### School-Based MTSS/RtI Team

Identify the school-based RtI Leadership Team. Team members include: Principal- Craig Logue, Ast. Principal-Sandra L. Bushby, Guidance Counselor-Lisa Hutchins, Math Coach-Teresa MacInnes, Lit Coach-Rosemary Ayers, 4th grade teacher- Leslie Reddinger, 2<sup>nd</sup> grade teacher-Theresa Delancy, 3<sup>rd</sup> grade teacher RTI/B-Jennifer Skurnick, ESE Teacher- Carrie Kennedy, ESE Dept. Chair- William Spies, School Psychologist-Dr. Deborah Caron, Behavior Analyst-Angela Buchanio,MS,BCBA, School Social Worker-Samuel Gabriel, Speech-Language Pathologist-Dr. Laura Smith.

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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 and development 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 (e.g., SIP)
- Identifying resources to implement plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- Managing and coordinating efforts between all school teams
- Supporting the problem solving efforts of other school teams

<b><u>Rtl Core PST Chair</u></b>	<ul style="list-style-type: none"> <li>● Schedules and prepares agenda for Core PST meetings three to four times a school year</li> <li>● Sends invitations and meeting agenda to all members and/or invitees</li> <li>● Confirms that personnel responsible for presentations are prepared prior to the meeting</li> <li>● Facilitates collegial conversation and consensus building while using the <i>data driven “problem-solving”</i> model.</li> <li>● Keeps conversation on task and focused</li> </ul>
<b><u>Data Keeper</u></b>	<ul style="list-style-type: none"> <li>● Provides school-wide data in specialty area for all members to view</li> <li>● Communicates curriculum, program, procedural or policy concern</li> <li>● Initiates discussion of the interpretation of the data</li> </ul>
<b><u>Time Keeper</u></b>	<ul style="list-style-type: none"> <li>● Provides periodic updates to team member regarding the amount of time left to complete a given task</li> </ul>
<b><u>Recorder</u></b>	<ul style="list-style-type: none"> <li>● Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings</li> <li>● Forwards minutes of the meeting, including attendee names, to each member of the Core Team and Principal for approval</li> <li>● Following administrative approval and when appropriate, shares minutes with the school staff</li> </ul>

### ***Various School Teams***

Each school has a variety of teams (Grade levels, SLC’s, Departments, Team leaders, Department Chairs, cross-curricular teams, role-alike teams, etc.). These teams meet weekly or monthly depending on the school’s schedule. All teams work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to a member of the PST.

### ***Group PST Elementary***

Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions. Decisions such as these must be made with PST members.

### ***Individual PST***

Individual PST meetings occur upon a student being identified as needing more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic

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needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <ol style="list-style-type: none"><li>1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.</li><li>2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.</li><li>3. The Leadership Team will provide levels of support and interventions to students based on data.</li><li>4. The Leadership Team will consider the end of year data.</li></ol>
<b>MTSS Implementation</b>
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. Data will be used to guide instructional decisions and system procedures for all students to: <ul style="list-style-type: none"><li>• adjust the delivery of curriculum and instruction to meet the specific needs of students</li><li>• adjust the delivery of behavior management system</li><li>• adjust the allocation of school-based resources</li><li>• drive decisions regarding targeted professional development</li><li>• create student growth trajectories in order to identify and develop interventions</li></ul> <ol style="list-style-type: none"><li>2. Managed data will include:<ul style="list-style-type: none"><li><u>Academic</u><ul style="list-style-type: none"><li>• Oral Reading Fluency Measures</li><li>• EasyCBM Benchmark Assessments</li><li>• Journeys Benchmark Assessments</li><li>• State/Local Math and Science assessments</li><li>• FCAT</li><li>• Student grades</li><li>• School site specific assessments</li></ul></li><li><u>Behavior</u><ul style="list-style-type: none"><li>• Detentions</li><li>• Suspensions/expulsions</li><li>• Referrals by student behavior, staff behavior, and administrative context</li><li>• Office referrals per day per month</li><li>• Team climate surveys</li><li>• Attendance</li><li>• Referrals to special education programs</li></ul></li></ul></li><li>3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.</li></ol>

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<p>Describe the plan to train staff on MTSS. The district professional development and support will include:</p> <ol style="list-style-type: none"><li>1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.</li><li>2. District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures;</li></ol>
<p>Describe plan to support MTSS. Based upon the information from <a href="http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf">http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf</a>, but not limited to the following:</p> <ol style="list-style-type: none"><li>1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district &amp; school mission statements and organizational improvement efforts.</li><li>2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.</li><li>3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.</li><li>4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.</li><li>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.</li><li>6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.</li><li>7. Ongoing data-driven professional development activities that align to core student goals and staff needs.</li><li>8. Communicating outcomes with stakeholders and celebrating success frequently.</li></ol>

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT): The LLT includes: Literacy Coach-Rosemary Ayers, Ast. Principal-Sandra L. Bushby, Media Specialist-Charlotte Pennington, ESE Resource teacher-Ann Craton, Kindergarten- Susan Caldwell, 1 <sup>st</sup> grade- Laura Lenihan, 2 <sup>nd</sup> grade- Patricia Dale, 3 <sup>rd</sup> grade- Monica Almeida, Wendy Munao, ESE- Dr. Laura Smith, 4 <sup>th</sup> grade- Leslie Reddinger, and 5 <sup>th</sup> grade- Laurie McCrory.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions): The Literacy Team will meet monthly although more often when needed. Teachers across grade levels serve as representatives. Priorities for this year are plans for activities, special events, and planning for parent trainings.
What will be the major initiatives of the LLT this year? Major concerns are following literacy routines, learning the new standards within the CORE Curriculum, implementing the school-based initiative for learning sight words K-2, increasing instruction in writing and utilizing writing across the curriculum, implementing Elements of Vocabulary with fidelity, providing parent training for FBBR, coordinating the Spelling Bee, and encouraging reading for enjoyment with families.

### *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.*

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***\*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.

Mariposa houses one of the many ESE Pre-Kindergarten programs and one Voluntary Pre-Kindergarten programs throughout the district to assist students in becoming “ready” for school. Students are pre-screened by FDLRS for disabilities and support is provided as necessary. These students and families become our students and families. They are invited to participate in our PTO and parent training. Also, private pre-schools in the District have training provided for care-givers and early screening available for students. There is also curricular support for all local pre-schools. Our parents are invited to attend a Kindergarten Orientation in August.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

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<p><b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b></p>	<p>1a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>1a.1. *Instructional staff will be provided professional development CORE Standards for Language Arts and Text Complexity as well as the required minimum Civics content for grades 3 – 5.</p>	<p>1a.1 *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>1a. 1. Administration observation of effective implementation with feedback  2. Teacher’s lesson plans reflecting Common Core understanding</p>	<p>1a.1. *SLC Framework for Quality Instruction *Administrative Classroom Walkthroughs</p>		
<p><b>Reading Goal #1a:</b>  By June 2013, 65% (261) of students in grades 3-5 will score at a Level 3 or above on the FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>58% (233) of the students in grades 3-5 are proficient at level 3,4,5 or above on the FCAT 2.0 Reading Test.</p>	<p>By June 2013, 65% (261) of students in grades 3-5 will score at a Level 3 or above on the FCAT 2.0 Reading Test.</p>					
		<p>1a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.</p>	<p>1a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>1a.2. *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>1a.2. *Administration observation of effective implementation with feedback.  *Teacher lesson plans reflecting SLC Framework for Quality Instruction (Framework). *Administrative/Teacher conferencing</p>	<p>1a.2. *SLC Framework *Administrative Classroom Walkthroughs</p>	

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		1a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	1a.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	1a.3. *District Professional Development Team  Reading Coach  Administration  Teachers	1a.3. *Administration observation of effective implementation with feedback.  *Individual and collaborative review of student work	1a.3. *Student Responses from teacher-made performance task items based on the performance scale.	
		1a.4. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	1a.4. * Emphasize reading strategies which help students determine the meaning of words by using context clues. Literacy Coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. St. Lucie County Literacy Routines will be followed with fidelity to frame instructional delivery.	1a.4. *District Professional Development Team  Literacy Coach  Administration  Teachers	1a.4. *The Literacy Coach and teachers will review assessment data periodically and adjust instruction as needed.  *The MTSS/RtI team will review data periodically and make recommendations based on needs assessment.	1a.4. *Common assessments in reading by grade level *Easy CBM Benchmark Assessments 3X a year *Results from the 2013 FCAT assessment *Journey's Unit assessments	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1b.1. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in department LC opportunities.	1b.1 *District PD Team  ESE Specialists  Administrative Team	1b.1 Teacher observations and feedback sessions	1b.1. Feedback from teacher observations		

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<p><b>Reading Goal #1b:</b> By June 2013, 50% (1) of students in grades 3-5 will score at a Level 4, 5, 6 on the FAA Reading Test.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>0% of the students in grades 3-5 are proficient at level 4, 5, and 6 on the FAA Reading Test.</p>	<p>By June 2013, 50% (1) of students in grades 3-5 will score at a Level 4, 5, 6 on the FAA Reading Test.</p>					
		<p>1b.2. *Discerning relevant details from a passage using auditory processing</p>	<p>1b.2. *Daily read-aloud practice to process and coach students based on appropriate access points.</p>	<p>1b.2. District Support Team Literacy Coach Administration Teachers</p>	<p>1b.2. The teacher will review data periodically and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan</p>	<p>1b.2. Teacher-generated assessment based on IEP goals Brigance Assessment</p>	
		<p>1b.3. Students have processing challenges for recalling information and supporting details</p>	<p>1b.3. Use read-alouds, auditory tapes, and text readers that provide print with visuals and or symbols.</p>	<p>1b.3. Literacy Coach Administration Teacher</p>	<p>1b.3. Students' written or oral responses</p>	<p>1b.3. Student performance tasks on assessments Teacher observation Brigance Assessment</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b></p>	<p>2a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>2a.1. *Instructional staff will be provided professional development in CORE Standards for Language Arts and Text Complexity.</p>	<p>2a.1. *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>2a. 1. Administration observation of effective implementation with feedback  2. Teacher's lesson plans reflecting Common Core understanding</p>	<p>2a.1. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #2a:</u>  By June of 2013, 65% (261) of students in grades 3-5 will achieve FCAT levels 3, 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>58% (233) of the students in grades 3-5 are proficient at levels 3, 4 or 5 on the FCAT 2.0 Reading Test.</p>	<p>By June of 2013, 65% (261) of students in grades 3-5 will achieve FCAT levels 3, 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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		<p>2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework of Quality exist among instructional staff.</p>	<p>2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>2a.2. *District Professional Development Team  Literacy Coach  Administration  Teacher</p>	<p>2a.2. *Administration observation of effective implementation with feedback  * Teacher’s lesson plans reflecting Common Core understanding  *Administrative/Teacher conferencing</p>	<p>2a.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>	
		<p>3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>3a.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.</p>	<p>3a.3. * District Professional Development Team  Literacy Coach  Administration  Teacher</p>	<p>3a.3. *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work</p>	<p>3a.3. *Student Responses from performance task items</p>	
		<p>4a.4. *The area of deficiency is teacher understanding of extended thinking practices.</p>	<p>4a.4. *Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources derived from informational text. *Journey’s core advanced materials will be used to support enrichment instruction. *St. Lucie County Literacy Routines will be followed with fidelity to frame instructional delivery of enrichment instruction.</p>	<p>4a.4. *District Professional Development Team  Literacy Coach  Administration  Teacher</p>	<p>4a.4. *The Literacy Coach and teachers will review assessment data periodically and adjust instruction as needed.  *The MTSS/RtI team will review data periodically and make recommendations based on needs assessment.</p>	<p>4a.4. *Common assessments by grade level *Easy CBM Benchmark Assessments 3X *Results from the 2013 FCAT assessment. *Journey’s Unit assessments</p>	

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<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2b.1. Teachers will receive professional development to effectively implement Access Points.</p>	<p>2b.1 Instructional staff will participate in ESE department LC opportunities.</p>	<p>2b.1 District PD Team ESE Specialists Administrative Team</p>	<p>2b.1 *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work</p>	<p>2b.1. *Student Responses from performance task items  FAA</p>		
<p><b>Reading Goal #2b:</b>  By June 2013, 0% of students in grades 3-5 will score at a Level 7 on the FAA Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% of the students in grades 3-5 are proficient at level 7 on the FAA Reading Test.</p>	<p>By June 2013, 0% of students in grades 3-5 will score at a Level 7 on the FAA Reading Test.</p>					



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		2b.2. Students have limited schema with fiction, nonfiction, and informational texts	2b.2. Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	2b.2. District Professional Development Team  Literacy Coach  Administration  Teacher	2b.2. Observation of DQ 3 Element 18	2b.2. Feedback using Frameworks  FAA	
		2b.3 Students' lack of understanding the use of context clues to comprehend the text	2b.3 Research- based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3 District Professional Development Team  Literacy Coach  Administration  Teacher	2b.3 Increased percentage of time students use new vocabulary appropriately	2b.3 Teacher observation  FAA	
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		

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<p><b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>3a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>3a.1 1.District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>3a.1 *Administration observation of effective implementation with feedback.  2. Teacher's lesson plans reflecting Common Core understanding</p>	<p>3a.1. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #3a:</u>  By June of 2013, 75% (301) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70% (281) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Reading Test.</p>	<p>By June of 2013,75% (301) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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		<p>3a.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework of Quality exist among instructional staff.</p>	<p>3a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>3a.2. *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>3a.2. *Administration observation of effective implementation with feedback  *Teacher’s lesson plans reflecting Common Core understanding  *Administrative/Teacher conferencing</p>	<p>3a.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>	
		<p>3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>3a.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</p>	<p>3a.3. *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>3a.3. *Administration observation of effective implementation with feedback.  *Individual and collaborative review of student work</p>	<p>3a.3. *Student Responses from performance task items</p>	
		<p>3a.4. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary</p>	<p>3a.4. *Journey’s core materials will be used to support instruction.  *St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.</p>	<p>3a.4. *District Professional Development Team  Literacy Coach  Administration  Teachers</p>	<p>3a.4. *The Literacy Coach and teachers will review assessment data periodically and adjust instruction as needed. *The MTSS/RtI team will review data periodically and make recommendations based on needs assessment</p>	<p>3a.4. *Common assessments in reading by grade level *Easy CBM Benchmark Assessments 3X *Results from the 2013 Reading FCAT assessment *Journey’s Unit assessments</p>	

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<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>	<p>3b.1. Train teachers to effectively implement Access Points.</p>	<p>3b.1 Instructional staff will participate in department LC opportunities.</p>	<p>3b.1 *District PD Team ESE Specialists Administrative Team Teachers</p>	<p>3b.1 *The MTSS/RtI team will review data periodically and make recommendations based on needs assessment</p>	<p>3b.1. *Common assessments in reading by grade level *Easy CBM Benchmark Assessments 3X FAA</p>		
<p><u>Reading Goal #3b:</u> By June of 2013, 100% (2) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Reading Test.</p>	<p><u>2012 Current Level of Performance</u> :*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>0% of the students in grades 3-5 made learning gains on the FAA Reading Test.</p>	<p>By June of 2013, 100% (2) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Reading Test</p>					

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		3b.2. Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	3b.2. Instructional staff will participate in ESE department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction.	3b.2. District PD Team ESE Specialists Administrative Team Teachers	3b.2. Frequent collaborative meetings to review student data to design effective instructional strategies to support student deficits.	3b.2. Assessments and data collection tools FAA	
		3b.3 Students' lack of understanding the use of context clues to comprehend the text	3b.3 Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues	3b.3 District Professional Development Team Literacy Coach Administration Teachers	3b.3 Increased percentage of time students use new vocabulary appropriately	3b.3 Teacher observation Brigance Assessment FAA	
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		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>	4A.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	4A.1. *Instructional staff will be provided professional development in Common CORE Standards for Reading and Text Complexity. Provide CAM P MONARCH for 2 <sup>nd</sup> graders in the summer of 2013 to help struggling learners.	4A1 1. District Professional Development Team Literacy Coach Administration Teachers	4A.1 1. Administration observation of effective implementation with feedback 2. Teacher's lesson plans reflecting Common Core understanding	4A.1. *SLC Framework of Quality *Administrative Classroom Walkthroughs		

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Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 70% (70) of students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.							
	62% (62) of students in grades 3-5 in the lowest 25% made learning gains on FCAT 2.0 Reading.	By June 2013, 70% (70) of students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.					
		4a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework of Quality exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	4a.2. *District Professional Development Team  Literacy Coach  Administration	4a.2. *Administration observation of effective implementation with Feedback * Teacher's lesson plans reflecting Common Core understanding * Administrative/Teacher conferencing	4a.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs	
		4a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	4a.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	4a.3. * District Professional Development Team  Literacy Coach  Administration  Teacher	4a.3. *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work	4a.3. *Student Responses from performance task items	

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		4a.4. *Some students come to school with limited background knowledge	4a.4. *Teachers will utilize Journey's toolkit to support background knowledge deficits. *St. Lucie County Literacy Routines will support background knowledge through read-alouds.	4a.4. *District Professional Development Team  Literacy Coach  Administration  Teachers	4a.4. *Administration observation of effective implementation with feedback  *Teacher observation through of cooperative group discussions	4a.4. *Journey's Unit assessments *Common assessments by grade level *Easy CBM Benchmark Assessments 3X *Results from the 2013 FCAT assessment.	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>	4b.1. Students are performing at one or more grade levels below 3 <sup>rd</sup> grade requiring support in phonics and phonemic awareness strategies	4b.1. The teacher will provide access to low tech and high tech assistive technology for support to provided differentiated instruction as written in the IEP supporting the student through access points.	4b.1. Teacher ESE Specialist  AT Specialists (as deemed necessary by the IEP Team)  Administration	4b.1. The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of effective use of phonics and phonemic awareness.	4b.1. Teacher observation  Data Collected from use of Assistive Technology  Brigance Assessment  FAA		
<b>Reading Goal #4b:</b>  By June 2013, 100% (2) students in grades 3-5 in the lowest 25% will make learning gains on FAA Reading.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	0% students in grades 3-5 in the lowest 25% made learning gains on FAA Reading.	By June 2013 100% (2) of students in grades 3-5 in the lowest 25% will make learning gains on FAA Reading.					

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		4b.2. Due to the severity of an individual student's disability, limited vocabulary restricts students from communicating and understanding expressive language.	4b.2. Students will be given the opportunity to make choices using concrete objects, real pictures, and symbols paired with words to accommodate the individual's identified disability.	4b.2. Teacher ESE Specialist Administration	4b.2. The teacher will provide daily opportunities to use expressive language to communicate connections between words objects and symbols.	4b.2. Teacher Observation Brigance Assessment FAA	
		4b.3 Due to the severity of an individual student's disability, limited abilities to identify basic sight words provide processing challenges within text.	4b.3. Students must have continuous repetition/ practice when learning reading concepts.	4b.3. Teacher ESE Specialist Administration	4b.3. Students will be provided sight word lists reflecting text that they will practice for continuous repetition to increase word recall fluency.	4b.3. Teacher Observation Brigance Assessment FAA	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 58% (233) of students were proficient on the 2010-2011 FCAT 2.0 Reading.	In June 2012, 63.8% (256) of students were proficient in Reading increasing from the previous year by 5.8%.	By June 2013, 69.6% (279) of students will be proficient in Reading increasing from the previous year by 5.8%.	By June 2014, 75.4% (302) of students will be proficient in Reading increasing from the previous year by 5.8%.	By June 2015, 81.2% (326) of students will be proficient in Reading increasing from the previous year by 5.8%.	By June 2016, 87.0% (349) of students will be proficient in Reading increasing from the previous year by 5.8%.	By June 2017, 92.8% (372) of students will be proficient in Reading increasing from the previous year by 5.8%.



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<p><b>Reading Goal #5A:</b> By June 2013, 69.6% (279) of students will be proficient in Reading increasing from the previous year by 5.8%.</p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>5B.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>5B.1 *District Professional Development Team  Literacy Coach  Administration  Teacher</p>	<p>5B.1 1. Administration observation of effective implementation with feedback.  2. Teacher's lesson plans reflecting Common Core understanding</p>	<p>5B.1. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, __% Black and __% Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading.							
	__% Black and __% Hispanic students made satisfactory progress in reading on the FCAT 2.0 Reading.  White: Black: Hispanic: Asian: AmerIndian:	By June 2013, __% Black and __% Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading. White: Black: Hispanic: Asian: AmerIndian:					

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		5B.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	5B.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5B.2. *District Professional Development Team  Literacy Coach  Administration  Teachers	5B.2. *Administration observation of effective implementation with feedback. *Teacher lesson plans reflecting the St. Lucie County Framework. *Administrative/Teacher conferencing	5B.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs	
		5B.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5B.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	5B.3. *District Professional Development Team  Literacy Coach  Administration  Teacher	5B.3. *Administration observation of effective implementation with feedback.  *Individual and collaborative review of student work.	5B.3. *Student Responses from performance task items	
		5B.4. *Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 2: Reading Application	5B.4. *Students will be provided practice in making inferences and drawing conclusions within and across texts to support assessment deficiencies.  *Journey's core will provide opportunities to make text-to-self connections combined with evidence from the text to draw conclusions and make inferences.	5B.4. *District Professional Development Team  Reading Coach  Administration  Teachers	5B.4. *Administration observation of effective implementation with feedback  *Student think-alouds will provide evidence to support their ability to make inferences and draw conclusions.	5B.4. *Journey's Unit assessments *Common assessments by grade level *Easy CBM Benchmark Assessments 3X *Results from the 2013 Reading FCAT Assessment	

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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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5c.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5c.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.  *Students will have daily instruction through the Imagine Learning web program.	5c1. 1. District Professional Development Team  Literacy Coach  Administration	5c1 1. Administration observation of effective implementation with feedback.  2. *Teacher lesson plans reflecting Common Core understanding.	5c1. *SLC Framework of Quality *Administrative Classroom Walkthroughs		
<b>Reading Goal #5C:</b>  By June of 2013, ___% of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance:</u> *					

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	% of students in grades 3-5 made satisfactory progress on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, ___% of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.					
		5c.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	5c.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5c.2. *District Professional Development Team  Literacy Coach  Administration	5c.2. *Administration observation of effective implementation with feedback. *Teacher lesson plans reflective of the St. Lucie County Framework. *Administrative/Teacher conferencing	5c.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs	
		5c.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5c.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	5c.3. *District Professional Development Team  Literacy Coach  Teachers  Administration	5c.3. *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work.	5c.3. *Student Responses from performance task items	
		5a.4. *Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 1: VOCABULARY	5a.4. *Teachers will utilize Journey's leveled readers for ELL students and implement Journeys suggested lessons to support vocabulary deficiencies. *St. Lucie County Literacy Routines word work will support instructional vocabulary focus.	5a.4. *District Professional Development Team  Literacy Coach  Teachers  Administration	5a.4. *Students' academic language will increase understanding of vocabulary and through authentic writing tasks and oral expression.	5a.4. *Common assessments by grade level *Teacher observation **Easy CBM Benchmark Assessments 3X *FCAT 2.0	

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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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5d.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5d.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5d1. 1.District Professional Development Team  Literacy Coach  Administration	5d1 1. Administration observation of effective implementation with feedback.  2. Teacher lesson plans reflecting Common Core understanding	5d1. *SLC Framework of Quality *Administrative Classroom Walkthroughs		
<u>Reading Goal #5D:</u>  By June of 2013, ___% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<p>___% in grades 3-5 are making satisfactory progress in reading on FCAT 2.0.</p>	<p>By June of 2013, ___% ( ) Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0.</p>					
		<p>5d.2 *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.</p>	<p>5d.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. *St. Lucie County Literacy Routines will be implemented to support continued professional development.</p>	<p>5d.2. *District Professional Development Team  Literacy Coach  Administration</p>	<p>5d.2. *Administration observation of effective implementation with feedback.  *Teacher lesson plans reflective of the St. Lucie County Framework.  *Administrative/Teacher conferencing</p>	<p>5d.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs</p>	
		<p>5d.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>5d.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.</p>	<p>5d.3. *District Professional Development Team  Literacy Coach  Teachers  Administration</p>	<p>5d.3. *Administration observation of effective implementation with feedback.  *Individual and collaborative review of student work</p>	<p>5d.3. *Student responses from performance task items</p>	

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		5d.4. Teachers have a variety of levels of success in working with students with disabilities.	5d.4. *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 development.	5d.4. *District Professional Development Team Literacy Coach Teachers Administration	5d.4. *Administration observation of effective implementation with feedback.	5d.4. *Common assessments by grade level *Easy CBM progress monitoring 3X *Journey's Unit assessments *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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5E.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5E1. 1.District Professional Development Team Literacy Coach Administration	5E1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson plans reflective of Common Core understanding.	5E1. *SLC Framework of Quality *Administrative Classroom Walkthroughs		



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<u>Reading Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June of 2013, ___% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0							
	___% in grades 3-5 are making satisfactory progress in reading on FCAT 2.0.	By June of 2013, ___% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0					
		5E.2 *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff	5E.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5E.2. *District Professional Development Team  Literacy Coach  Administration	5E.2. *Administration observation of effective implementation with feedback *Teacher lesson plans reflective of the St. Lucie County Framework. *Administrative/Teacher conferencing	5E.2. *SLC Framework of Quality *Administrative Classroom Walkthroughs	

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		5E.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	5E.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	5E.3. *District Professional Development Team  Literacy Coach  Teachers  Administration	5E.3. *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work	5E.3. *Student responses from performance task items	
		5d.4. The area of deficiency as noted on the 2012 administration of the FCAT2.0 reading test was REPORTING CATEGORY 2: Reading Application	5d.4. 1. Teachers will utilize Journeys in conjunction with Thinking Maps to increase understanding of text structure.  2. The students will participate in Literacy Routines each day to deepen knowledge and provide practice with identifying components of literary analysis.	5d.4. *District Professional Development Team  Literacy Coach  Teachers  Administration	5d.4. *Student-created Thinking Maps will serve as a discussion processing tool.  *Summaries will be written based on evidence from text.	5d.4. *Common assessments by grade level *Easy CBM progress monitoring 3X *Journey's Unit assessments *Reading FCAT 2.0	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>							
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLC Framework for Quality Instruction (Framework)	Pre-K - 5	Teacher Leader/Admin	School-wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	K-5	Teacher Leader/Admin	School-wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Differentiated Instruction	K-5	DistrictTeacher leader/Coach	Grade level	On-going Aug-May	Classroom observations	Administration

**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
Literacy Coach	Modeling, feedback, professional develop	Title I	71,000.
CAMP Monarch	Student tutoring in summer	Title I	7,500.
<b>Subtotal:78,500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Software for ELL	Title I/ESOL District	300.00
<b>Subtotal:300.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Liason- PD	District resource/personnel	Title II	District
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

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Total:78,800			
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**Comprehensive English Language Learning Assessment (CELLA) Goals**

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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	
<b>1. Students scoring proficient in Listening/Speaking.</b>	1.1. ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	<b>1.</b> Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration  Literacy Coach  Team or Grade Level Leader	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA	
<u>CELLA Goal #1:</u>  <i>By June 2013, 40% (48) of ELL students will score proficient in Oral Skills as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>Based on the 2012 CELLA data, 37.3% (44) of ELL students were proficient in Oral Skills.</i>					
		1.2. Some ELL students do not hear English spoken in the home.	1.2. Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration  Literacy Coach  Team or Grade Level Leader	1.2. Classroom Observations utilizing the SLC Instructional Format	1.2. CELLA
		1.3. Some ELL students need models of informal English spoken.	1.3. Cooperative Learning Group  Students work together in small intellectually and culturally mixed groups.	1.3. Administration  Literacy Coach  Team or Grade Level Leader	1.3. Classroom Observations utilizing the SLC Instructional Format	1.3. CELLA

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Students read in English at grade level text 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	
<b>2. Students scoring proficient in Reading.</b>	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/or building prior knowledge.  Some ELL students will utilize Imagine Learning web program daily to help build skills.	2.1. Administration Literacy Coach Team or Grade Level Leader	2.1. Formative Assessment	2.1. CELLA	
<u>CELLA Goal #2:</u>  <i>By June 2013, 35% (40) of ELL students will score proficient in Reading as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	<i>Based on the 2012 CELLA data, 33.1% (39) of ELL students were proficient in Reading.</i>					
		2.2. Some ELL students are unfamiliar with story structure.	2.2. Reading aloud to students helps them develop and improve literacy skills.	2.2. Administration Literacy Coach Team or Grade Level Leader	2.2. Timed Student Reading	2.2. CELLA
		2.3 Some ELL students are unfamiliar with story structure.	2.3 Vocabulary with context clues	2.3 Administration Literacy Coach Team or Grade Level Leader	2.3 Formative Assessments	2.3 CELLA
Students write in 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	
<b>3. Students scoring proficient in Writing.</b>	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	2.1. Administration  Literacy Coach  Team or Grade Level Leader	2.1. Journals	2.1. CELLA	

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<p><b>CELLA Goal #3:</b> <i>By June 2013, 25% (30) of ELL students will score proficient in Writing as measured by CELLA.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>Based on the 2012 CELLA data, 22.0% (26) of ELL students were proficient in Writing.</i></p>					
		<p>2.2. Many students do not write in Spanish so it is more of an unfamiliar skill.</p>	<p>2.2. Graphic Organizers</p>	<p>2.2. Administration Literacy Coach Team or Grade Level Leader</p>	<p>2.2. Student Work</p>	<p>2.2. CELLA</p>
		<p>2.3 Some ELL students are unfamiliar with story structure.</p>	<p>2.3 Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.</p>	<p>2.3 Administration Literacy Coach Team or Grade Level Leader</p>	<p>2.3 Student Writing Samples</p>	<p>2.3 CELLA</p>

**CELLA Budget (Insert rows as needed)**

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

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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

Elementary Mathematics 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>1a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>1a.1. *District Professional Development Team *Instructional coaches *Administration *Teachers</p>	<p>1a.1. *Administration observation of effective implementation with feedback *Teacher lesson plans reflective of Common Core understanding.</p>	<p>1a.1. * St. Lucie County Framework of Quality * Administrative classroom walkthroughs</p>		
<p><u>Mathematics Goal #1a:</u> By June 2013, 60% (241) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52% (209) of the students in grades 3-5 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment.</p>	<p>By June 2013, 60% (241) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.</p>					
		<p>1a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.</p>	<p>1a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1a.2. *District Professional Development Team *Math Coach *Administration *Teachers</p>	<p>1a.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing</p>	<p>1a.2. * St. Lucie County Framework of Quality * Administrative classroom walkthroughs</p>	



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		<p>1a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>1a.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</p>	<p>1a.3. * District Professional Development Team  *Instructional coaches  *Administration  *Teachers</p>	<p>1a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>1a.3. * Student responses on performance task items</p>	
		<p>1a4. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 – Number: Fractions</p>	<p>1a4. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. *Go Math! Core materials will be used for instruction. *St. Lucie County Mathematics Routines will be implemented with fidelity to frame instructional delivery.</p>	<p>1a4. *Administrators  *Teachers  *Math Coach</p>	<p>1a4. *Results of periodic assessments will be reviewed by grade level teams and leadership to ensure progress.  * Adjustments to curriculum focus will be made as needed.</p>	<p>1a4. *Periodic assessments and St. Lucie County Benchmarks and Easy CBM Benchmarks  * Results from the 2013 FCAT 2.0 Mathematics assessment</p>	

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<p><b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>	<p>1b.1. Teachers will receive professional development in effectively implement Access Points.</p>	<p>1b.1 Instructional staff will participate in ESE department LC opportunities.</p>	<p>1b.1 District PD Team ESE Specialists Administrative Team</p>	<p>1b.1 Results of periodic assessments will be reviewed by grade level teams and leadership to ensure progress.</p>	<p>1b.1. FAA</p>		
<p><u>Mathematics Goal #1b:</u>  By June 2013, 50% (1) of students in grades 3-5 will score at level 4.5.6 on the FAA math test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% of the students in grades 3-5 were proficient at level 4.5.6 on the FAA math test.</p>	<p>By June 2013, 50% (1) of students in grades 3-5 will score at level 4.5.6 on the FAA math test.</p>					
		<p>1b.2. Students are challenged to complete proper steps to solve a problem.</p>	<p>1b.2. Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives visuals, number lines, and assistive technology.</p>	<p>1b.2. Teacher ESE Specialist Administration</p>	<p>1b.2. Students will be provided opportunities to explain their thinking for problems solving.</p>	<p>1b.2. Math assessments Teacher observation as students solve problems  FAA</p>	

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		1b.3. Based upon individual student's abilities as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations.	1b.3 Using research-based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.	1b.3. Teacher  ESE Specialist  Administration	1b.3. The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.	1b.3. Teacher-generated accountability pieces at each station with data collection in place  Teacher observation  Brigance Assessment  FAA	
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		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2a.1. * District Professional Development Team  *Math Coach  *Administration  *Teachers	2a.1. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting Common Core understanding.	2a.1. * St. Lucie County Framework * Administrative classroom walkthroughs		

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<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 60% (240) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	52% (209) of the students in grades 3-5 are proficient at Level 4 or 5 on the FCAT 2.0 Math thematics assessment.	By June 2013, 60% (240) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the FCAT 2.0 Mathematics assessment.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 *District Professional Development Team  *Math Coach  *Administration  *Teachers	2a.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing	2a.2. * St. Lucie County Framework * Administrative classroom walkthroughs	

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		<p>2a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>2a.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</p>	<p>2a.3. * District Professional Development Team *Teachers *Instructional coaches *Administration</p>	<p>2a.3. * Administration observation of effective implementation with feedback  * Individual and collaborative review of student work</p>	<p>2a.3. * Student responses from performance task items</p>	
		<p>2a4. *The area of deficiency is the understanding of extended thinking practices.</p>	<p>2a4. * GoMath! Grab-N-Go and Enrichment materials will be utilized for differentiated instructional  * St. Lucie County Mathematics Routines will be implemented with fidelity to frame instructional delivery.  * Select rigorous, real-world problems, aligned to the content the students are learning</p>	<p>2a4 * Teachers * Instructional coaches * Administration</p>	<p>2a4. *Individual and collaborative review of student reflective logs</p>	<p>2a4. *Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics FCAT 2.0</p>	

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<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>	<p>2b.1. Train teachers to effectively implement Access Points.</p>	<p>2b.1 Instructional staff will participate in department LC opportunities.</p>	<p>2b.1 District PD Team ESE Specialists Administration</p>	<p>2b.1 *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work</p>	<p>2b.1. *Student Responses from performance task items  FAA</p>		
<p>Mathematics Goal #2b:  By June 2013, 0% of students in grades 3-5 will score at a Level 7 on the FAA Math Test.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>0% of the students in grades 3-5 are proficient at level 7 on the FAA Math Test.</p>	<p>By June 2013, 0% of students in grades 3-5 will score at a Level 7 on the FAA Math Test.</p>					
		<p>2b.2. Background knowledge may be limited to support review and require further instruction in DQ 2.</p>	<p>2b.2. Review for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.</p>	<p>2b.2. District PD Team ESE Specialists Administration</p>	<p>2b.2. *Students will participate in academic games supporting review of concepts. Additionally, students will participate in learning stations focused on individual concepts with accountability measures correlated to the access points to determine level of mastery in each concept.</p>	<p>2b.2. Assessments from each learning station calibrated to levels of access points showing demonstration of proficiency.  FAA</p>	

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		2b.3 Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.	2b.3 Using researched-based strategies and materials, students must have explicit instruction and continuous repetition/practice when learning math concepts.	2b.3 District PD Team  ESE Specialists  Administration	2b.3 Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	2b.3 Assessments from each learning station calibrated to levels of access points showing demonstration of proficiency.  Brigance Assessment  FAA	
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		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>	3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District Professional Development Team  * Math Coach  * Administration	3a.1. *Administration observation of effective implementation with feedback  * Teacher lesson design reflective of Common Core understanding.	3a.1. * St. Lucie County Framework  * Administrative classroom walkthroughs		

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<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 62% (249) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	57% (228) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2012 62% (249) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		3a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2 * District professional development team  * Math Coach  * Administration  *Teacher	3a.2. * Administration observation of effective implementation with feedback  * Teacher lesson plans reflecting application of St. Lucie County Framework  * Administrative/teacher conferencing	3a.2. * St. Lucie County Framework * Administrative classroom walkthroughs	



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		<p>3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>3a.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</p>	<p>3a.3. * District professional development team * Teachers * Instructional coaches * Administration</p>	<p>3a.3. * Administration observation of effective implementation with feedback  * Individual and collaborative review of student work</p>	<p>3a.3. * Student responses from performance task items</p>	
		<p>3a4. *Teachers lack of use of manipulatives to demonstrate new concepts concretely.</p>	<p>3a4. *Go Math! Grab-N-Go materials * St. Lucie County Mathematics Routines will be implemented with fidelity to frame instructional delivery.  * Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations</p>	<p>3a4. * Teachers * Instructional Coaches * Administration</p>	<p>3a4. * Individual and collaborative review of student reflective logs</p>	<p>3a4. *Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics FCAT 2.0</p>	
<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3b.1. Train teachers to effectively implement Access Points.</p>	<p>3b.1 Instructional staff will participate in ESE department LC opportunities.</p>	<p>3b.1 District PD Team ESE Specialist Administration</p>	<p>2b.1 *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work</p>	<p>2b.1. *Student Responses from performance task items  FAA</p>		

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<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June of 2013, 100% (2) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.							
	0% of the students in grades 3-5 made learning gains on the FAA Math Test.	By June of 2013, 100% (2) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.					
		3b.2. Due to the nature of the individual's disability, students are challenged to effectively communicate their thought processes through written and/or oral language.	3b.2. The students will be provided with research-based strategies, like count-on (from Singapore) and visual choices to support mathematical thinking to solve problems.	3b.2. ESE Specialists Administration Teacher	3b.2. Students will provide a variety of visuals to support their thinking through problem solving of equations.	3b.2. Teacher observation Brigance Assessment FAA	

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		3b.3 Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.	3b.3 Students must have continuous repetition/practice when learning math concepts.	3b.3 District PD Team  ESE Specialist  Administration	3b.3 Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	3b.3 Assessments from each learning station calibrated to levels of access points showing demonstration of proficiency.  FAA  Brigance Assessment	
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		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	4a.1. *District Professional Development Team *Math Coach *Administration	4a.1. *Administration observation of effective implementation with feedback *Teacher lesson plans reflective of Common Core understanding.	4a.1. * St. Lucie County Framework * Administrative classroom walkthroughs		

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Mathematics Goal #4a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 70% (281) of students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	64% (257) students in grades 3-5 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 70% (281) of students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 *District Professional Development Team  *Math Coach  *Administration	4a.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing	4a.2. * St. Lucie County Framework * Administrative classroom walkthroughs	

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		4a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	4a.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	4a.3. * District Professional Development Team  * Instructional Coaches  * Administration	4a.3. * Administration observation of effective implementation with Feedback  * Individual and collaborative review of student work	4a.3. * Student responses from performance task items	
		4a4. *Students lack the foundation of number sense.	4a4. * GoMath! RtI Support * Think Central Strategic Intervention * St. Lucie County Mathematics Routines will be implemented with fidelity to frame instructional delivery.	4a4 * Teachers  * Instructional Coaches  * Administration	4a4. * Individual and collaborative review of student reflective logs	4a4. *Periodic assessments, St. Lucie County Benchmarks, and Easy CBM Benchmarks  * Results from the 2013 Mathematics FCAT 2.0	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4b.1. Teachers will receive professional development in effectively implementing Access Points.	4b.1 Instructional staff will participate in department LC opportunities.	4b.1 District PD Team  ESE Specialists  Administration	2b.1 *Administration observation of effective implementation with feedback *Individual and collaborative review of student work	2b.1. *Student Responses from performance task items  FAA		

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Mathematics Goal #4b:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
By June 2013, 100% (2) of students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.							
	0% of students in grades 3-5 in the lowest 25% made learning gains on FAA Mathematics test.	By June 2013, 100% (2) of students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.					
		4b.2 Limited abilities to apply basic facts and concepts provide processing challenges when problem solving.	4b.2. Students must have continuous repetition/practice when learning math concepts.	4b.2 Teachers ESE Specialist Administration	4b.2 Students will be provided fact lists reflecting facts that they will practice for continuous repetition to increase math fluency. Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts.	4b.2 Data Collection Teacher Observation FAA Brigance Assessment	

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		4b.3. Students are performing at one or more grade levels below 3 <sup>rd</sup> grade requiring support in basic facts and number concepts.	4b.3. The teacher will provide access to assistive technology for support to with differentiated instruction as written in the IEP supporting the student through access points. Students will be provided opportunities to learn concepts using manipulatives, visuals and assistive technology.	4b.3. Teachers ESE Specialist Administration	4b.3 The teacher will differentiate instruction by providing daily opportunities for identified students to utilize the assistive technology to increase understanding of basic facts and number concepts.	4b.3. tests  Observation of use of the assistive technology  Brigance Assessment  FAA	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	2012-2013	2013-2014	2014-2015	2015-2016	<b>2016-2017</b>	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	By June of 2012, 58.5% (235) of students will be proficient in math increasing from the previous year by 6.5%.	By June of 2013, 65% (261) of students will be proficient in math increasing from the previous year by 6.5%.	By June of 2014, 71.5% (287) of students will be proficient in math increasing from the previous year by 6.5%.	By June of 2015, 78% (313) of students will be proficient in math increasing from the previous year by 6.5%.	By June 2016, 84.5% (339) of students will be proficient in Math increasing from the previous year by 6.5%.	By June 2017, 91% (365) of students will be proficient in Math increasing from the previous year by 6.5%.
<u>Mathematics Goal #5A:</u>  By June 2013, 65% (261) of students will be proficient in Math increasing from the previous year by 6.5%.							

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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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5a.1 *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5a.1. *District Professional Development Team *Math Coach *Administration	5a.1. * Administration observation of effective implementation with feedback  * Teacher lesson plans reflective of Common Core understanding.	5a.1. * St. Lucie County Framework * Administrative classroom walkthroughs		
<p><u>Mathematics Goal #5B:</u></p> <p>By June 2013, __% of Hispanic students, and __% of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	% of Hispanic students, and ___% of black students were proficient on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, ___% of Hispanic students, and ___% of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		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.	5a.2 * District Professional Development Team  * Math Coach  * Administration	5a.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing	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	5a.3. * District professional development team  * Instructional coaches  * Administration	5a.3. * Administration observation of effective implementation with feedback  * Individual and collaborative review of student work	5a.3. * Student responses from performance task items	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		5a.4. *The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting : Numbers and Operations in base 10	5a.4. * St. Lucie County Mathematics Routines will be implemented with fidelity to frame instructional delivery.  * Teachers will follow the Common Core 8 Mathematical Practices	5a.4. * Teachers  * Instructional coaches	5a.4. * Individual and collaborative review of student work	5a.4. *Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics 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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5c.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5c.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5c.1. *District Professional Development Team  *Math coaches  *Administration	5c.1. * Administration observation of effective implementation with feedback  * Teacher lesson plans reflective of Common Core understanding.	5c.1. * St. Lucie County Framework * Administrative classroom walkthroughs		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Mathematics Goal</u> <u>#5C:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected</u> <u>Level of</u>					
By June 2013, __% of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	Performance:*	Performance:*					
	__% of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, __% of ELL students will make satisfactory progress on the FCAT 2.0 Mathematics assessment.					
		5c.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	5c.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5c.2 * District Professional Development Team  *Math Coach  *Administration	5c.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing	5c.2. * St. Lucie County Framework * Administrative classroom walkthroughs	

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		5c.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5c.3. *Instructional staff will be provided professional development on designing reflective questions and analyzing student responses to determine depth of understanding. * Instructional and peer coaching	5c.3. *District Professional Development Team  *Instructional Coaches  *Administration	5c.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5c.3. * Student responses from performance task items	
		5c.4. Some students come with limited academic language.	5c.4. Instructional staff will engage students in daily vocabulary activities.	5c.4. * Teachers  * Instructional Coaches	5c.4. Academic vocabulary used by students in written and oral responses	5c.4. *Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics 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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5d.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5d.1. Instructional staff will be provided professional development on Common Core Mathematical Practice. (full staff, grade levels, teams, etc.)	5d.1. *District Professional Development Team  *Instructional Coaches  *Administration	5d.1. * Administration observation of effective implementation with feedback  * Teacher lesson plans reflective of Common Core understanding.	5d.1. * St. Lucie County Framework * Administrative classroom walkthroughs		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, ___% of SWD students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	___% of SWD students made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, ___% of SWD students will be proficient on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		5d.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	5d.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5d.2 * District Professional Development Team  * Math Coach  * Administration	5d.2. * Administration observation of effective implementation with feedback * Teacher lesson plans reflecting application of St. Lucie County Framework * Administrative/teacher conferencing	5d.2. * St. Lucie County Framework * Administrative classroom walkthroughs	

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		5d.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5d.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	5d.3. * District professional development team  * Instructional Coaches  * Administration	5d.3. * Administration observation of effective implementation with feedback  * Individual and collaborative review of student work	5d.3. * Student responses from performance task items	
		5d.4. Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems.	5d.4. Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem-solving.	5d.4. * Teachers  * Instructional Coaches	5d.4. * Observation of student independently applying step-by-step problem solving	5d.4. * Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics 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		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5e.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>5e.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>5e.1. * District professional development team * Math Coach * Administration</p>	<p>5e.1. *Administration observation of effective implementation with feedback  * Teacher lesson plans reflective of Common Core understanding.</p>	<p>5e.1. * St. Lucie County Framework * Administrative classroom walkthroughs</p>		
<p><u>Mathematics Goal #5E:</u>  By June 2013, __% of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	% of economically Dis-advantaged students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	By June 2013, ___% of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment					
		5e.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5e.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5e.2 *District professional development team  *Math Coach  *Administration	5e.2. *Administration observation of effective implementation with feedback *Teacher lesson plans reflecting application of St. Lucie County Framework *Administrative/teacher conferencing	5e.2. * St. Lucie County Framework * Administrative classroom walkthroughs	
		5e.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5e.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	5e.3. * District Professional Development Team *Instructional Coaches *Administration	5e.3. * Administration observation of effective implementation with feedback  * Individual and collaborative review of student work	5e.3. * Student responses from performance task items	



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		5e.4. Students lack the schema necessary to solve real-world problems.	5e.4. Use literature in mathematics to provide the meaning necessary for students to grasp mathematical concepts and make connections with real-world situations	5e.4. *Teachers  * Instructional Coaches	5e.4. *Observation of appropriate use of vocabulary in student written and oral language.	5e.4. *Periodic assessments, St. Lucie County Benchmarks and Easy CBM Benchmarks * Results from the 2013 Mathematics FCAT 2.0	
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*End of Elementary School Mathematics Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Mathematics SSS in Harcourt's Go Math!	K-5	T. MacInnes	By grade levels	Aug/Sept 2012	Follow-up, data review	MacInnes
Supporting struggling learners in Harcourt's Soar to Success.	K-5	T. MacInnes	School-wide	Sept/Oct 2012	Follow-up, data review	MacInnes
Math LCs	K-5	T. MacInnes, S. New	School-wide	Sept/May	Feedback, surveys	MacInnes
SLC Math Routines	K-5	T. MacInnes	School-wide	Aug/Sept 2012	Observation, feedback	C. Logue, S. Bushby, T. MacInnes
EasyCBM	K-5	M. Makowski	School-wide	August 2012	Follow-up, data review	Admin

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
HMH Go Math!	Manipulatives	Title I	1,000.
<b>Subtotal: 1,000.</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web-based support	ThinkCentral.com	District & HMH	
Interventions in math	HMH Soar to Success	District & HMH	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math Coach	Modeling, feedback, profession develop	Title I	51,646.00
<b>Subtotal:51,646.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:52,646.00</b>			

*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)).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<b>Increase Student Achievement</b>						
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		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1a.1. Lack of time for accessing multiple resources to meet the Science NGSSS standards	1a.1. Provide common planning time for team collaboration on various instructional strategies. Inquiry labs using common resources  Utilize Science Fusion technology-virtual field trips  Provide EDU 2000 from HMH for 5 <sup>th</sup> grade students  Implement daily inquiry stations within the reading block using the Fusion flip charts	1a.1. Grade Group Chair	1a.1. Team Meeting Data Elements	1a.1. Teacher Evaluation Framework		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Science Goal #1a:</u> By June of 2013, 65% (83) of students in grade 5 will score at a Level 3 or above on the 2012-2013 FCAT Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% (74) of students achieved a Level 3 or above in Science on the 2011-2012 FCAT assessment.	65% (83) of students will achieve a Level 3 or above in Science on the 2012-2013 FCAT assessment.					
		1a.2. Time and funding for professional development	1a.2. Implement and train teachers on the 5e lesson model as the standard for science instruction.  Train 5 <sup>th</sup> grade teachers to utilize technology for Science Fusion and EDU 2000.	1a.2. Science Committee District	1a.2. Professional Development surveys	1a.2. Teacher Evaluation Framework	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>1a.3. Opportunities for students to express their learning in regards to science content</p>	<p>1a.3. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science.</p> <p>Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences.</p> <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p>	<p>1a.3. Science Teachers Science Chair Administration</p>	<p>1a.3. Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks.</p> <p>Monitor the use of nonfiction writing (e.g., Power Writing/ Lab Reports, Conclusion writing, Current Events, etc.)</p> <p>After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs. Conduct mini-assessments and utilize results to drive instruction.</p> <p>Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p>	<p>1a.3. Classroom Observations of student work during labs Writing prompts Benchmark Assessments Science Fair Projects</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.				
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>	1b.1. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in ESE department LC opportunities  Increase opportunities for students to participate with hands-on activities  Implement daily inquiry stations within the reading block	1b.1. District PD Team  ESE Specialists  Administration	2b.1 *Administration observation of effective implementation with feedback  *Individual and collaborative review of student work	2b.1. *Student Responses from performance task items  FAA		
<u>Science Goal #1b:</u>  By June of 2013, 50% (1) of students in grade 5 will score at a Level 4, 5, 6 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (0) students achieved a Level 4, 5 or 6 in science on the 2011/2012 FAA assessments.	50% (1) students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment.					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1b.2. Opportunities for students to learn the language of science.	1b.2. Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1b.2. Teacher s Administration	1b.2. Review FAA data and review data on teacher made tests	1b.2. FAA Teacher made assessments	
		1b.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1b.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	1b.3. Teacher Administration ESE Specialist	1b.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1b.3. Curriculum-based assessments, review of lesson plans, classroom observations	
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		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2a.1. Some elementary Science teachers do not have a depth of Science background knowledge.</p>	<p>2a.1. Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards.</p> <p>Use of Science Fusion and all included resources</p> <p>Focus</p>	<p>2a.1. PLC Science Teacher Leaders</p>	<p>2a.1 PLC Meeting Data, Student Data from Formative Assessments</p>	<p>2a.1. Benchmark Science Assessments</p> <p>FCAT</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		instruction on earth, physical and nature of science  Develop scientific thinking based on the use of data					
<u>Science Goal #2a:</u>  By June of 2013, 65% (83) of students in grade 5 will score at a Level 3, 4 or 5 on the 2012-2013 FCAT Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% (74) of students achieved a Level 3, 4 or 5 in science on the 2011/2012 FCAT assessment.	65% (83) of students will achieve a Level 4 or 5 in science on the 2012/2013 FCAT assessment.					
		2a.2. Students need to master informational reading and nonfiction writing.	2a.2. Infuse Science into the Literacy Block.	2a.2. Classroom Teachers	2a.2. Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from student samples.	2a.2. Writing Samples, FCAT Writing, Formative/ Summative Assessments	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	<p>2b.1. Train teachers to effectively implement Access Points.</p>	<p>2b.1. Instructional staff will participate in ESE department LC opportunities</p>	<p>2.1. District PD Team ESE Specialists Administration</p>	<p>2b.1 *Administration observation of effective implementation with feedback *Individual and collaborative review of student work</p>	<p>2b.1. *Student Responses from performance task items FAA</p>		
<p><u>Science Goal #2b:</u> By June of 2013, 0% (0) of students in grade 5 will score at a Level 7 on the 2012-2013 FAA Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (0) students achieved a Level 7 in science on the 2011/2012 FAA assessment.</p>	<p>0% (0) students will achieve a Level 7 in science on the 12-13 FAA assessment.</p>					
		<p>2b.2. Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment</p>	<p>2b.2. Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills</p>	<p>2b.2. Teachers Administration ESE Specialist</p>	<p>2b.2 Review of individual students pre/post test data FAA</p>	<p>2b.2. Data collection sheets FAA Teacher observation using a rubric</p>	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		2b.3 Students have decoding challenges that will limit their processing and comprehension of Science information	2b.3 Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills	2b.3 Teachers Administration ESE Specialist	2b.3 Review of individual students pre/post test data FAA	2b.3 Assessments FAA	
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*End of Elementary and Middle School Science Goals*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Energy Ed Development Project	5/Science	A.Archer	5 <sup>th</sup> grade Science	Sept/May	Project implementation	C. Logue, S. Bushby
Kagan Structures	K-5	S. Bushby	School-wide	Aug/June	Follow-up, feedback	C. Logue, S. Bushby
Science LCs focusing on integration for Fusion technology and Inquiry	3-5	C. Logue, S. Bushby	2 <sup>nd</sup> -5 <sup>th</sup> grade	Sept/May	Feedback, surveys	C. Logue, S. Bushby
HMH Fusion	K-5	S. Bushby, C. Logue	K-5 school-wide	Aug/Sept 2012	Follow-up, feedback	C. Logue, S. Bushby
EDU 2000	5 <sup>th</sup>	Barenborg	5 <sup>th</sup> grade group	Sept./May	Feedback, surveys, student data	C, Logue, S. Bushby

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
Experiments and labs	Materials for labs	Title I	500.00
<b>Subtotal:500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
EDU 2000		Web-based	0.
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry stations and Fusion labs	District PD	District	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:500.00</b>			

*End of Science Goals*

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<b>Student Achievement</b>						
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		
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	Ia.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.	Ia.1. Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	Ia.1. CCSS site-based Grade Level Representative Team  Literacy Coach	Ia.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	Ia.1. SLC Framework of Quality documentation		
<u>Writing Goal #1a:</u>  By June 2013, 90% (130) of the students will score proficient as measured by FCAT 2.0 Writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In 2012, 81% (117) of the students scored 3.0 or higher as measured by FCAT 2.0 Writing.	By June 2013, 90% (130) of the students will score proficient as measured by FCAT 2.0 Writing.					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1a.2. Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary	1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.2 Administration	1a.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1a.2. SLC Framework of Quality documentation	
		1a.3. Appropriate implementation according to the research supporting Write From the Beginning	1a.3. K – 2 Teachers will utilize instruction through Write From the Beginning lessons.	1a.3. Literacy Coach	1a.3. Practice writing samples	1a.3. Write from the Beginning (Holistic) rubric	
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1b.2	1b.2.	1b.2	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.2.	1b.2.	

**Writing Professional Development**

<b>Professional Development (PD) aligned with</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	K – 5	Grade Level CCSS Rep.	Classroom Teachers	August 2012	Classroom Observation and Feedback	Administrative Team, Literacy Coach
Write From the Beginning	K - 4	District Trainer	New teachers in K - 2	September 2012	Classroom Observation and Feedback	Administrative Team, Literacy Coach
New teacher training	3 <sup>rd</sup> and 4 <sup>th</sup>	Ayers	Grade level-3 <sup>rd</sup> & 4 <sup>th</sup> grade	Selected training days monthly	Practice and monitoring	C. Logue, S. Bushby, R. Ayers
Trend Analysis	3 <sup>rd</sup> and 4 <sup>th</sup> grade	Ayers	3 <sup>rd</sup> and 4 <sup>th</sup> grade	Selected monthly training dates	Practice and monitoring	C. Logue, S. Bushby, R. Ayers

**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 Maps)	Binder of Resources	Title I	\$375.00
Analysis of student writing	Writing program (for each teacher, performance reports on each child)	Title I	1,323.00
Trend Analysis	Data analysis	Title I	1,200.00
<b>Subtotal:2,898.00</b>			
Technology			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Amount
To monitor student performance in writing	Scoring practice on the rubric	Title I	500.00
<b>Subtotal:500.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking Maps)	Substitutes for 3 teachers x 3 days	Title I	\$675.00
Follow-up training for teachers	Five trend data analysis trainings with consultant for all teachers in 4th grade and 1 day initial training session with consultant for all teachers 3 <sup>rd</sup> & 4 <sup>th</sup>	Title I	3,000.
<b>Subtotal: \$3,675.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:7,073.00</b>			

*End of Writing Goals*

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
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		



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>1. Attendance</b></p>	<p>1.1. Truancy decreased by from the previous year.</p>	<p>1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services.  Parent training on attendance policies and truancy</p>	<p>1.1. Administration Attendance Committee</p>	<p>1.1. Periodic updates to Boys and Girls Club Truancy</p>	<p>1.1. Truancy logs and attendance rosters</p>		
<p><u>Attendance Goal #1:</u>  Our goal for this year is to increase attendance to 96% 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.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>94.69 % 11-12 94.35 % 10-11</p>	<p>% 96.0</p>					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	114# 11-12 101# 10-11	#108					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>					
	100#11-12 125# 10-11	#95					
		1.2. Illnesses – excused 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	1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters	

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Truancy Prevention	K-5	Student Services/ District staff	All counselors and attendance staff	September 26, 2012	A Truancy Intervention Program will be developed during the PD.	Administration Counselor
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness, School Health Aid	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/ Wellness Coordinator	Administration School Health Aide
Truancy Program	PK-5	Linda Soto	Faculty and Staff	August 13, 2012	Email contact/Linda Soto	Hoffman, Bello

**Attendance 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
Truancy Prevention	Provide incentives for students with improved attendance	General funds	250.00
<b>Subtotal:250.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Skyward	Data	District	0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Perfect Attendance	Award assemblies	General	250.00
<b>Subtotal:250.00</b>			
<b>Total:500.00</b>			

*End of Attendance Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension 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		
<b>1. Suspension</b>	1.1. The total number of in-school and out-of-school suspensions increased to 28 in the 2011-12 school year.	1.1. Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.	1.1. Administration PBS Core team or MTSS/ RTI Core team	1.1. Monitor behavior incident report and BIR periodically	1.1. PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly BIR/Skyward data reports.		
Suspension Goal #1:  Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions by 10% by June 2013.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1# 11-12 2# 10-11	#10					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	#1 11-12 2# 10-11	#10					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	#28 11-12 39# 10-11	#25					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	21# 11-12 27# 10-11	#19					
		1.2. Some students have behaviors that interrupt their learning.	1.2. Staff 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.	1.2. Counselor  Front Office Staff  Teachers	1.2. Monitor teachers' parent contact log for evidence of communication with parents of students who have been placed on in/out of school suspension.	1.2. Teachers' Parent Contact Log  Parent sign in/out log	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each							
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on PBS	K-5	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	Pre-school August 2012	Monitoring data and logs	PBS Team
PD on MTSS/RTI	K-5	MTSS/RTI Core Team	All faculty	Pre-school August 2012	Monitoring data and logs	PBS Team

**Suspension 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
Student incentives from Butterfly Boutique Store	Rewards, incentives, Butterfly Bucks, Brag Tags	Business Partners	600.00
<b>Subtotal:600.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Total:600.00</b>			
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*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.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
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		
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. For Title One Schools only, you can insert your Parent Involvement Plan (PIP) here.	1.1. Parent training in NEED, Science Night	1.1.	1.1.	1.1.		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<i>This Title I school will upload their PIP.</i>	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Working with Parents	K-5	MacInnes	School-wide	October 2012	Monitoring parent logs, conferences	Sandra L. Bushby
Title I "Right to Know" Parent Meeting	PK-5	T. MacInnes	School-wide for all parents	Sept/Oct	Parent conferences, surveys	T. MacInnes
FBBR	K-3	R. Ayers	All parents K-3	Sept/Oct	Parent conferences, parent meetings, surveys	R. Ayers
PBS/Discipline	PK-5	T. MacInnes	School-wide for all parents	Oct/Nov	Parent conferences, surveys	T. MacInnes



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
Parent Resource Center	Location with information for parents	Title I Parent Involvement	200.00
Parent Involvement Nights	Workshops for parents	Title I Parent Involvement	500.00
<b>Subtotal:700.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:700.00</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
<p><b>STEM Goal #1:</b></p> <p>By June 2013, all instructional staff members will increase rigor in the subject areas of Math and Science.</p>	1.1. Some teachers need support in the Inquiry-based instructional methods.	1.1 Provide Professional Development on Inquiry-based instructional methods.	1.1. Administration Science Committee Science Lead-teachers	1.1. Classroom-walkthroughs and feedback  Completed student and class projects	1.1. District Benchmarks assessments in Science each quarter  Completed science projects  Student presentations
	1.2. Some teachers need support in the Inquiry-based instructional methods.	1.2. Provide professional development on Depth of Knowledge/Cognitive complexity	1.2. Instructional Coaches Administration District Teri Barenborg	1.2. Classroom walk-throughs and feedback	1.2. District Benchmark Assessments in Science and Math each quarter

### STEM Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-based instruction	PK-5	MacInnes, Teri Barneborg	School-wide K-5	Oct/Nov.	Surveys, feedback	Instructional Coaches, Admin

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Cognitive Complexity	K-5	Bushby	School-wide K-5	Oct/Nov.	Surveys, feedback	Admin
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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

**Additional Goal(s)**

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Additional 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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals Professional Development**

<b>Professional</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

**Additional Goal(s) 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:78,500.00</b>
<b>Mathematics Budget</b>	<b>Total:52,646.00</b>
<b>Science Budget</b>	<b>Total:500.00</b>
<b>Writing Budget</b>	<b>Total:7,073.00</b>
<b>Attendance Budget</b>	<b>Total:500.00</b>
<b>Suspension Budget</b>	<b>Total:600.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:00</b>
<b>Parent Involvement Budget</b>	<b>Total:700.00</b>
<b>Additional Goals</b>	<b>Total:00</b>

**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.)

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> 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.

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet monthly to develop and review progress on the goals within this year’s School Improvement Plan. Agendas for the meetings will allow for different reports (ie. Curriculum, Assessment, Community Resources) to be delivered to parents and the Council. Parents and members will also bring concerns and issues to the Council as well.

Describe the projected use of SAC funds.	Amount

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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