

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: FLORESTA ELEMENTARY SCHOOL

District Name: St. Lucie

Principal: Deborah Iseman

SAC Chair: Suzanne Diaz

Superintendent: Mr. Michael Lannon

Date of School Board Approval: October 9, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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)	# of Years at Current School	# 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	Deborah Iseman	BS in Education Certification in Elementary Education Masters in Administration and Supervision Principal Certification K-12	1	23	<p>2011-2012 Floresta Elementary Floresta was a B School 59% of students proficient in reading 52% of students proficient in math 95% of students proficient in writing 49% of students proficient in science 68% of students making learning gains in reading 65% of students making learning gains in math 71% of the lowest 25% making learning gains in reading 57% of the lowest 25% making learning gains in math</p> <p>2010-11 District was a B District 61% of students proficient in reading 69% of students proficient in math 84% of students proficient in writing 45% of students proficient in science 58% of students making learning gains in reading 68% of students making learning gains in math</p>

					58% of the lowest 25% making learning gains in reading 69% of the lowest 25% making learning gains in math
Assis Principal	Linda Menikheim	Certificate of Advanced Study in Educational Administration; Master of Science Degree; and Bachelor of Science Degree Principal Certification K-12	1	15	2011-2012 Floresta Elementary Floresta was a B School 59% of students proficient in reading 52% of students proficient in math 95% of students proficient in writing 49% of students proficient in science 68% of students making learning gains in reading 65% of students making learning gains in math 71% of the lowest 25% making learning gains in reading 57% of the lowest 25% making learning gains in math 2010-2011 Windmill Point was a B School 78% of students proficient in reading 74% of students proficient in math 81% of students proficient in writing 43% of students proficient in science 71% of students making learning gains in reading 51% of students making learning gains in math 73% of the lowest 25% making learning gains in reading 44% of the lowest 25% making learning gains in math 2009-20010 Windmill Point was an A School 77% of students proficient in reading 76% of students proficient in math 91% of students proficient in writing 56% of students proficient in science 70% of students making learning gains in reading 61% of students making learning gains in math 56% of the lowest 25% making learning gains in reading 67% of the lowest 25% making learning gains in math

INSTRUCTIONAL COACHES

List your school's 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)	# of Years at Current School	# 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	Grace Duvelsdorf	Bachelor of Arts Elementary Ed Certified 1-6	1	8	2011-2012 Floresta Elementary Floresta was a B School 59% of students proficient in reading 52% of students proficient in math 95% of students proficient in writing 49% of students proficient in science 68% of students making learning gains in reading 65% of students making learning gains in math 71% of the lowest 25% making learning gains in reading 57% of the lowest 25% making learning gains in math 2010-2011 CA Moore was a C School 49% of students proficient in reading 62% of students proficient in math 77% of students proficient in writing 27% of students proficient in science 53% of students making learning gains in reading 69% of students making learning gains in math 62% of the lowest 25% making learning gains in reading 72% of the lowest 25% making learning

				gains in math 2009-2010 CA Moore was a C School 48% of students proficient in reading 58% of students proficient in math 89% of students proficient in writing 28% of students proficient in science 59% of students making learning gains in reading 55% of students making learning gains in math 62% of the lowest 25% making learning gains in reading 69% of the lowest 25% making learning gains in math
Math	Victoria Pease	Professional Educator's: Elementary Ed. 1-6 National Board Certification, Middle Childhood Generalist	4	2011-2012 C.A. Moore Math Coach 28% of students proficient in in Reading 39% of students proficient in in Math 75% of students proficient in in Writing 27% of students proficient in in Science 63% of students making learning gains in Reading 63% of students making learning gains in Math 78% of Lowest 25% Making Learning Gains in Reading 71% of Lowest 25% Making Learning Gains in Math 2010-2011 C.A. Moore Math Coach School Grade: C 49% of students proficient in in Reading 62% of students proficient in in Math 77% of students proficient in in Writing 27% of students proficient in in Science 53% of students making learning gains in Reading 69% of students making learning gains in Math 62% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math 2009-2010 C.A. Moore Math Coach School Grade-C 48% of students proficient in Reading 59% of students making learning gains in Reading 62% of the lowest 25% making learning gains in reading 58% of students proficient in Math 55% of students making learning gains in math 69% of lowest 25% making learning gains in math

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Provide professional development to hone teacher's skills aligned with student needs and their needs.	Administration	Continue until 6/13	
2	Provide common planning time for teachers of the same grade to collaborate to plan, analyze data, create common assessments, learn together and design lessons to extend, practice and remediate learning for all students. (Learning Communities)	Teachers/Coaches	Continue until 6/13	
3	The reading coach will model lessons, provide professional development, coach teachers and monitor student progress.	Administration and Reading Coach	Continue until 6/13	
4	Hire and use the math coach to model lessons, provide professional development, coach teachers and monitor student progress	Administration and Math Coach	Continue until 6/13	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
47	8.5%(4)	27.7%(13)	34.0%(16)	29.8%(14)	17.0%(8)	0.0%(0)	8.5%(4)	6.4%(3)	72.3%(34)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Suzanne Diaz	Leslie Burkett	They teach the same grade and rooms are in close proximity.	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Stephanie Castro	Ashley Lamson	They teach the same grade and rooms are in close proximity	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document

			target skills/activities on log.
Grace Duvelsdorf	Jaclyn Kraus	They are both resource teachers and share common time for support.	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Grace Duvelsdorf	Christina Cookas	They are both resource teachers and share common time for support.	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Victoria Pease	Adam Schwimmer	They are both resource teachers and share common time for support.	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
		They teach the same	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for

Jessica Serra	Fred Lehman	grade and rooms are in close proximity	<p>teacher observations.</p> <ul style="list-style-type: none"> • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Elish Mancuso	Sandra Pagluighi	They teach the same grade and rooms are in close proximity	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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 the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.

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 individual needs of families and students.

Title I, Part D

Coordinates and integrates with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.

Title II

Coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA

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 services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.

Supplemental Academic Instruction (SAI)

District funds are used to support summer school programs for identified students.

Violence Prevention Programs

Our school uses the Positive Behavior Support framework to prevent violence and undesired behaviors.

Nutrition Programs

Title I part C coordinates with the local programs to provide information on how families can receive services; such as Mustard Seed, The Harvest

Housing Programs

Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.

Head Start

Title I, Part A and the Early Learning Coalition

Adult Education

Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.

Career and Technical Education

NA

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Members include:

- Administrator(s)
- RTI:B Team Liaison
- School Counselor(s)
- Literacy Coach
- Math Coach
- School Psychologist
- School-Based ESE Specialist
- District RTI Specialist
- K-2 Representative
- 3-5 Representative

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

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

Activities of the Core PST include:

- Determining school-wide learning 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

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider the end of year data. • Strengths and weaknesses of intensive academic/behavioral programs
 - Mentoring, tutoring, and other services

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

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

Behavior

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team at Floresta consists of the Principal, Assistant Principal, Literacy Coach, and at least one representative from each grade level.

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

The LLT will meet monthly. The Team meetings will be facilitated by the Literacy Coach. The Literacy Coach will schedule the meetings and be responsible for preparing the agenda. The LLT will collaborate with other decision making groups such as the RtI Core Team, Problem Solving Teams and Building Level Planning Team. Each member of the team will be responsible for the monitoring of a specific literacy initiatives put in place during the 2012-13 school years. The LLT will work with the RtI Core team to identify students for remediation and enhancement. The LLT will also be responsible for designing and leading school-based literacy professional development as well as Literacy Events that are designed to increase the love of reading.

What will be the major initiatives of the LLT this year?

The first initiative will be to determine the needs of teachers as they implement the core reading program, and determine professional development aligned to the needs. K-3 teachers will need support as they implement 100 Book Challenge and all teachers will need support with the new comprehension strategy, Response to Literature. School-wide events to promote literacy will also be part of their responsibility as well as monitoring data associated with literacy.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/8/2012)

*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.

Students who attend private preschool will have the opportunity to transition into the elementary school environment. The private preschools that serve our school will be invited to bring their pre-K class to visit our kindergarten classrooms and tour our school. A "Welcome to Kindergarten" bag will be given to each parent as they enroll their child at our school. The bag includes kindergarten transition materials and other pertinent Floresta information. A Kindergarten orientation is also held each spring for incoming students and their parents. This is a time to meet the teacher, tour our classrooms and learn about our Kindergarten program. Throughout the year, Parent Nights are held at Floresta and parents who have pre-school aged children are encouraged to attend. Pre-schools are notified of these nights and we ask them to let their parents know that they are encouraged to attend, even if they don't currently have a child enrolled at Floresta. A Kindergarten Open House takes place before the start of school so children and families can meet their teacher.

***Grades 6-12 Only**

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (86) of students scored level 3 on the 2012 Reading FCAT.	33% (98) of students will score at level 3 in reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity and Math.	District Professional Development Team Reading and Math Coaches Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	District Professional Development Team Reading and Math Coaches Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Administrative Classroom Walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Coaches Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal –

		instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.			Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
5	Students don't express a love of reading.	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge.	Reading Coach Literary Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories
6	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	20% (*) will score at 4, 5 and 6 in reading on the FAA in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*) made scored at 4, 5 and 6 in reading on the FAA.	20% (*) will score at 4, 5 and 6 in reading on the FAA in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers haven't been trained to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation
2	Students aren't to discern relevant details from a passage using auditory processing.	Daily read aloud practice to process and coach students based on appropriate access points	District Support Team Reading Coach Administration Teacher.	The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	Teacher generated assessment based on IEP goals Brigance Assessment
3	Students have processing challenges for recalling information and supporting details.	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Reading Coach Administration Teacher	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation.

					Brigance Assessment
4	There hasn't been a successful program for students who do not speak, read or write.	Implement the SMILE Program.	Administration and District ESE Personnel	Student performance on assessments	Student performance tasks on teacher made assessments Teacher observation. 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (87) of students in grades 3-5 scored at levels 4 or 5 on FCAT Reading in 2012.	33% (98) of students in grades 3-5 will score at levels 4 or 5 on FCAT Reading in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Math coach * Administration * Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative observations
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration * Teacher	* Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	St. Lucie County Framework Administrative observations
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Teachers * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment

4	situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.			identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	(*of students will score at or above Achievement Level 7 in reading in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*of students scored at or above Achievement Level 7 in reading in 2012.	80% (*of students will score at or above Achievement Level 7 in reading in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited schema with fiction, nonfiction, and informational texts	Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	District Professional Development Team Reading Coach Administration Teacher	Observation of DQ 3 Element 18	Feedback using Frameworks FAA
2	Students' lack of understanding the use of context clues to comprehend the text	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.).	District Professional Development Team Reading Coach Administration Teacher	Increased percentage of time students use new vocabulary appropriately	Teacher made assessments FAA
3	There hasn't been a successful program for students who do not speak, read or write	Implement the SMILE Program.	Administration and District ESE Personnel	Student performance on assessments	Student performance tasks on teacher made assessments Teacher observation. 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (32) of students in grades 3, 4 and 5 made learning gains on FCAT Reading in 2012.

73% (38) of students in grades 3, 4 and 5 will make learning gains on FCAT Reading in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Math coach * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	* St. Lucie County framework * Administrative classroom walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	* Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * Math coach * Administration * Teacher	* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	* St. Lucie County Framework * Administrative classroom walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Teachers * Instructional coaches * Administration	* Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading 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.	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.
5	Students don't express a love of reading.	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge	Reading Coach Literary Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories
6	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of

	behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.				targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments or Go Math Assessment
7	Lack of time within the reading block to differentiate instruction to meet the needs of all students.	RtI block was created to assist with providing interventions and for differentiated instruction. Teachers will utilize Performance Matters (a leading and lagging data management system) to pinpoint areas of development needed and strengths and make instructional decisions based on this information.	Administration, RtI Core Team, and Teachers	Observations to monitor the effectiveness of interventions and differentiated instruction. Progress monitoring with specific scientifically based progress monitoring tools to ensure proper placement in interventions as well as intervention effectiveness.	FCAT, Easy CBM, benchmark, Mini-Bats, CWT, Progress Monitoring and FAIR
8	The district adopted a new core reading program (Journeys) and teachers still need time and professional development to become familiar with the content and skills to be taught.	The literacy coach will provide modeling, coaching and support to teachers on an ongoing basis. Time for planning will be provided on an ongoing basis so teachers can plan for effective reading instruction. Time for data chats will be scheduled on a regular basis to determine the effectiveness of instruction	Literacy Coach and Administration	Classroom observations will be done to monitor the effectiveness of the reading instruction. Data monitoring will also be utilized to monitor the effectiveness of the instruction.	FCAT, Easy CBM, benchmark, Mini-Bats, CWT, Progress Monitoring and FAIR
9	Questioning for comprehension isn't always at the highest level.	All teachers will have professional development on Response to Literature which instructs teachers on 4 levels of questioning moving students from low level questions to high level questions.	Literacy Coach and Administration	Classroom observations will be done to monitor the level of questioning as well as student responses to literature.	Student oral and written responses to questions posed.

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	* of students will make learning gains in reading of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* of students made learning gains in reading of the Florida Alternative Assessment.	100% of students will make learning gains in reading of the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Limited schema with fiction, nonfiction, and informational texts	Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	District Professional Development Team Reading Coach Administration Teacher	Observation of DQ 3 Element 18	Feedback using Frameworks FAA
2	Students' lack of understanding the use of context clues to comprehend the text	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.).	District Professional Development Team Reading Coach Administration Teacher	Increased percentage of time students use new vocabulary appropriately	Teacher made assessments FAA
3	Train teacher to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation
4	Discerning relevant details from a passage using auditory processing.	Daily read aloud practice to process and coach students based on appropriate access points	District Support Team Reading Coach Administration Teacher.	The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	Teacher generated assessment based on IEP goals Brigance Assessment
5	Students have processing challenges for recalling information and supporting details	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Reading Coach Administration Teacher	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment
6	Students' lack of understanding the use of context clues to comprehend the text	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.	District Professional Development Team Reading Coach Administration Teacher	Increased percentage of time students use new vocabulary appropriately	Teacher generated assessments Brigance Assessment FAA
7	Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency	Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction	District PD Team ESE Specialists Administrative Team	Bi-monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	Teacher generated assessments and data collection tools 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (34) of the students scoring in the lowest quartile made learning gains in 2012. Grades 3 (retained), 4 and 5.	76% (40) of the Grades 3 (retained), 4 and 5 students scoring in the lowest quartile will make learning gains in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity and Math	District Professional Development Team Reading and Math Coaches Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Classroom observations
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Coaches Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading 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.	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.
5	Students don't express a love of reading.	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge	Reading Coach Literary Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories
6	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of

behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.			targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In June of 2011, 57% of students were proficient in reading. By June of 2017, Floresta will have 79% proficient in reading. Over the six year period, Floresta will reduce non-proficiency by 21%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, the following subgroups were non-proficient in reading: white 32%, Hispanic 42%, African American/Black 59%.	In 2012-2013, the following subgroups will be proficient in reading: White 68%, Hispanic 61%, African American/Black 48%. These Annual Measureable Outcomes were set by the state, based on reducing the number of non-proficient students in each subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading Coach Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Administrative Classroom Walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of	District Professional Development Team Coaches Administration	Administration observation of effective implementation with feedback. Individual and Collaborative review of	Student Responses from teacher made performance task items based on the performance scale

		understanding. Instructional and peer coaching.	Teacher	student work.	
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading 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.	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments
5	Students don't express a love of reading	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge	Reading Coach Literary Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories
6	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
7	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework

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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 78% of ELL students were non-proficient in 2012 in reading.	By June of 2013, 48% will be proficient in reading. This Annual Measurable Outcome was set by the state, based on reducing the number of non-proficient students in this subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice and for reading. (full staff, grade levels, teams, etc.)	District professional development team * Math Coach * Reading Coach * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	St. Lucie County Framework * Administrative classroom walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math Coach * Reading Coach * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	St. Lucie County Framework * Administrative classroom walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	Students come with limited academic language.	Instructional staff will engage students in daily academic language activities.	Teachers Reading and Math Coach	Academic vocabulary used by students in written and oral responses.	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Reading and Mathematics Assessments * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
5	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework
6	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction.	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3.

		St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.			*Results from the 2013 FCAT assessment. *Journeys unit assessments.
7	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	* Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
8	Many of our ELL students have limited practice with oral language because English is not spoken in the home.	Implement the Imagine Learning Program for 20 minutes per day for the lowest performing ELL students as measured by CELLA	Guidance Counselor ESOL Para Professionals Classroom teachers	Logs of student's time on the program and assessment results.	*CELLA *Results from the 2013 FCAT assessment. *Journeys unit assessments. *Easy CBM Results *Benchmark Results

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 33% of the Students with Disabilities were proficient in reading and 67% were non-proficient.	In 2012-2013, 36% will be proficient in reading. This Annual Measureable Outcome was set by the state, based on reducing the number of non-proficient students in this subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading and Math Coach Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding	SLC Framework Administrative Classroom Walkthroughs
2	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and	District Professional Development Team Reading Coach Teacher Administration	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale.

		peer coaching.			
3	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration * Reading Coach	Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	St. Lucie County Framework Administrative Observations
4	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework
5	Students don't express a love of reading.	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge	Reading Coach Literacy Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in grades 3-5 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 55% of Economically Disadvantaged students were proficient in reading, with 45% not proficient.	In 2012-2013, 58% of Economically Disadvantaged students will be proficient in reading. This Annual Measurable Outcome was set by the state, based on reducing the number of non-proficient students in this subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading Coach Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research based practices of the St. Lucie County framework exist among instructional staff	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration	Administration observation of effective implementation with feedback. *Teacher lesson design reflective of the St. Lucie County Framework. Administrative/Teacher conferencing	Student Responses from teacher made performance task items based on the performance scale.

3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	* District professional development team * Instructional coaches * Administration	* District professional development team * Instructional coaches * Administration	Students written responses to questions posed across all content areas.
4	Students don't express a love of reading.	K-3 will implement 100 Book Challenge and 4-5 will implement 40 Chapter Book Challenge	Reading Coach Literacy Team Classroom Teachers	Reading Logs	Tracking of student progress through reading logs Student reading interest inventories
5	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.
6	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading 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.	District Professional Development Team Reading Coach Administration Teachers	The reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.
7	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework

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

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

PD Content /Topic 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
100 Book Challenge	K-3 Teachers	Team Leaders/ Administrators	K-3 teachers of reading	Aug and Sept with follow-up throughout the year	On – going Aug-May Classroom Observations Lesson Plans	Administration/Coaches
40 Book Challenge	Grades3-5	Reading Coach and teachers	Grades 3-5	On-going Aug-May	On – going Aug-May Classroom Observations Lesson Plans	Administration/Coaches
SLC Framework for Quality Instruction (Framework)	All Teachers	Team Leaders/ Administrators	School-wide	On – going Aug-May	On – going Aug-May Classroom Observations Lesson Plans	Administration
Common Core	All Teachers	Team Leaders/ Administrators	School-wide	On – going Aug-May	On – going Aug-May Classroom Observations Lesson Plans	Administration/Coaches
Response to Literature-- Thinking Maps	All Teachers	Team Leaders/ Administrators	School-wide	On – going Aug-May	On – going Aug-May Classroom Observations Lesson Plans	Administration/Coaches
Data Chats	K-5 Reading Teachers	Reading Coach	K-5 Reading Teachers	On-going Aug-May	On – going Aug-May Classroom Observations Lesson Plans	Administration/Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
100 Book Challenge	Training Manual, PD and Substitutes	title I	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Response to Literature	Materials and Manuals	Title I	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Salary	Title I	\$52,000.00
			Subtotal: \$52,000.00
			Grand Total: \$64,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	30% (27) will be proficient in listening and speaking.
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2012 Current Percent of Students Proficient in listening/speaking:

24.2 (17) are proficient in listening and speaking

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.	Administration/Literacy Coach/Team or Grade Level Leader	Teachers provide on-going formative assessment in both speaking and listening.	CELLA
2	ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	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.	Administration/Literacy Coach/Team or Grade Level Leader	Classroom Observations utilizing the SLC Instructional Format	CELLA
3	ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	Administration/Literacy Coach/Team or Grade Level Leader	Classroom Observations utilizing the SLC Instructional Format	CELLA
4	Many of our ELL students have limited practice with oral language because English is not spoken in the home.	Implement the Imagine Learning Program for 20 minutes per day for the lowest performing ELL students as measured by CELLA	Guidance Counselor ESOL Para Professionals Classroom teachers	Logs of student's time on the program and assessment results.	*CELLA *Results from the 2013 FCAT assessment. *Journeys unit assessments. *Easy CBM Results *Benchmark Results

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	23% of students will be proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

17.7%(11)of students are Proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students are unfamiliar with many words they encountered as they read a text or listen to teacher or peer academic talk.	Activating and/or Building Prior Knowledge.	Administration/Literacy Coach/Team or Grade Level Leader	Formative Assessment	CELLA
2	ELL students need lots of opportunities to hear English spoken and read.	Reading aloud to students helps them develop and improve literacy skills.	Administration/Literacy Coach/Team or Grade Level Leader	Timed Student Reading	CELLA
3	ELL students need lots of opportunities to hear English spoken and read and vocabulary explained.	Vocabulary with context clues.	Administration/Literacy Coach/Team or Grade Level Leader	Formative Assessment	CELLA
4	Students with limited English need daily practice and instruction to become proficient. Many children don't feel comfortable responding in English for fear of making mistakes.	Implementation of Imagine Learning Computerized Program with Select ELL Students	Teacher and ESOL Paraprofessional	Imagine Assessments	CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

30% (*) of students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

17.7%(8)of students are proficient in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.	Students will use journals to write to explain, communicate thoughts, and record new words.	Teacher	Journals	CELLA
2	Students do not know how to organize their ideas and thoughts for writing.	Use of Graphic Organizers and Write from the Beginning Program.	Teacher	Student Work	CELLA
3	Students need to understand what effective writing looks like and learn how to judge their papers accordingly.	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.	Teacher	Student Writing Samples	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (80) of students in grades 3, 4 and 5 scored at Level 3 in math on the 2012 FCAT Math.	31% (92) of students in grades 3, 4 and 5 will score at level 3 in math on the 2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity and Math.	District Professional Development Team Reading and Math Coaches Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	District Professional Development Team Reading and Math Coaches Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Administrative Classroom Walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Coaches Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale
4	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT

	successful.				assessment. *Journeys unit assessments.
5	There has been a history of poor performance in math at Floresta as compared to reading.	Hire a math coach to support teachers as they plan lessons that align to common core.	Administration	Log of Coach Creation of Common Assessments	Lesson Plans, Coach Logs, creation of student assessments
6	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	In Science they will incorporate the Math and Literacy Common Core Standards within the curriculum.	Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
7	Math Routines have been developed to define quality math instruction and teachers are still not using the format regularly.	Professional development on the math routines and 8 Mathematical Practices will be given to all teachers.	Administration Math Coach	Monitoring of lesson plans and through classroom observations	FCAT, Benchmark Assessments, Mini-Battery Assessments, Informal 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	(*) will score at Levels 4,5 and 6 in mathematics on the FAA in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*) scored at Levels 4,5 and 6 in mathematics on the FAA in 2012.	20% will score at Levels 4,5 and 6 in mathematics on the FAA in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers haven't been trained to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation
2	Students have processing challenges for recalling information and supporting details.	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Reading Coach Administration Teacher	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment
3	Discerning relevant details from a passage using auditory processing is difficult for students.	Daily read aloud practice to process and coach students based on appropriate access points	District Support Team Math Coach Administration Teacher		Teacher generated assessment based on IEP goals Brigance Assessment
4	Students have processing challenges for recalling information and supporting details	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Coaches Administration Teacher.	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation.

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(74)of students scored level 4 or 5 on the FCAT Math 2012.	26% (78)of students will score level 4 or 5 on the FCAT Math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Math coach * Administration * Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative observations
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration * Teacher	* Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	St. Lucie County Framework Administrative observations
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Teachers * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	The area of deficiency is teacher understanding of extended thinking practices.	GoMath! Grab-N-Go and Enrichment materials will be utilized for differentiated instructional * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	Teachers * Math coach * Administration	* Individual and collaborative review of student reflective logs	* Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
	Students who are high performing in math are often not challenged	Provide teachers with job embedded PD that addresses techniques	Administration and Grade Group Chairpersons	Monitoring of lesson plans and classroom observations	FCAT, FAIR, Benchmarks and Mini-Bats, Basal

5	because instruction isn't differentiated in math.	and strategies for differentiation in math. Use pretesting in math so teachers can focus on skills students need and use the assessment results to group students for differentiated instruction.		Assessments and Teacher made common assessments. Track data through use of Performance Matters.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	80%(*)will score at level 7 or above on FAA math in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*) of students scored at level 7 or above in mathematics.	80%(*)will score at level 7 or above on FAA math in the spring of 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Instructional staff will participate in department LC opportunities	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools FAA
2	Background knowledge may be limited to support review and require further instruction in DQ 2.	Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	District PD Team ESE Specialists Administrative Team	Students will participate in academic games supporting review of concepts. Additionally, students will participate in learning stations	Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. FAA
3	Due to the nature of the individual's Disability, students are challenged with processing and application of math concepts.	Using researched- based strategies and materials students must have explicit instruction and continuous repetition/practice when learning math concepts.	District PD Team ESE Specialists Administrative Team	Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	Teacher generated 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (123) of 3rd (retained), 4th and 5th grade students made learning gains in math on FCAT 2012.	70% (149) of students will make learning gains on the FCAT Math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Math coach * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	* St. Lucie County framework * Administrative classroom walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	* Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * Math coach * Administration * Teacher	* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	* St. Lucie County Framework * Administrative classroom walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Teachers * Instructional coaches * Administration	* Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	Teachers lack of use of manipulatives to demonstrate new concepts concretely.	GoMath! Grab-N-Go materials * St. Lucie County Mathematics routine 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	Teachers * Math coach * Administration	* Individual and collaborative review of student reflective logs	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
5	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit

					assessments or Go Math Assessment
6	There has been a history of poor performance in math at Floresta as compared to reading.	Hire a math coach to support teachers as they plan lessons that align to common core.	Administration	Log of Coach Creation of Common Assessments	Lesson Plans, Coach Logs, creation of student assessments
7	Math Routines have been developed to define quality math instruction and teachers are still not familiar with the format.	Professional development on the new math routines will be given to all teachers. The Math Coach will assist teachers as they plan using the math routines.	Administration District Math Leader Math Coach	Monitoring of lesson plans, classroom observations, adherence to the Math Focus Calendars as well as looking at data through Performance Matters.	FCAT, Benchmarks, Minibats, Go Math Assessments

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	(*) will make learning gains on the FAA mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*)made learning gains on the FAA mathematics.	100% will make learning gains on the FAA mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teacher to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation
2	Train teachers to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools FAA
3	Due to the nature of the individual's disability, students are challenged to effectively communicate their thought processes through written and/or oral language.	The students will be provided with research-based strategies and visual choices to support mathematical thinking to solve problems.	ESE Specialists Administrative Team Teacher	Students will provide a variety of visuals to support their thinking through problem solving of equations.	Teacher generated tests 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (27) of the students in the lowest 25% made learning	62%(33) of the Grades 3 (retained), 4 and 5 students in the

gains in math in 2012. Grades 3 (retained), 4 and 5.

lowest 25% will make learning gains in math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity and Math	District Professional Development Team Reading and Math Coaches Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Classroom observations
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Coaches Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale
4	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
5	There has been a history of poor performance in math at Floresta as compared to reading.	Hire a math coach to support teachers as they plan lessons that align to common core.	Administration	Log of Coach Creation of Common Assessments	Lesson Plans, Coach Logs, creation of student assessments
6	Math Routines have been developed to define quality math instruction and teachers are still not using the format regularly.	Professional development on the math routines and 8 Mathematical Practices will be given to all teachers.	Administration Math Coach	Monitoring of lesson plans and through classroom observations	FCAT, Benchmark Assessments, Mini-Battery Assessments, Informal Observations
	The area of deficiency is teacher understanding of extended thinking practices.	GoMath! Grab-N-Go and Enrichment materials will be utilized for differentiated instructional	Teachers * Math coach * Administration	* Individual and collaborative review of student reflective logs	* Weekly assessments and St. Lucie County Benchmarks, and Easy CBM

7		* St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning			Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
8	New Math Routines have been developed to define quality math instruction and teachers are not familiar with the format.	Professional development on the new math routines will be given to all teachers.	Administration	Monitoring of lesson plans and through classroom observations	Formative Assessments, Mini Bats, FAIR, Benchmarks, Basal Assessments,.
9	Teachers are still working to become proficient using the new Go Math Series.	Time will be provided to teachers for to design common lessons and assessments, analysis of student data, review student work, learn new teaching strategies for re-teaching and enrichment to meet the needs of all learners.	Administration	Monitoring of lesson plans and through classroom observations and quarterly data analysis of Performance Matter data.	Formative Assessments, Mini Bats, FAIR, Benchmarks, Basal Assessments,.
10	*Students lack the foundation of number sense.	GoMath! RTI Support * Think Central Strategic Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	Teachers * Instructional coaches * Administration	Individual and collaborative review of student reflective logs	* Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		In 2010-2011, 57% of students were proficient in math. By 2016-2017, 77% will be proficient. These AMOs are established by the state so that we can reduce the amount of non-proficient students in math by 50% over six years or				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	61%	65%	69%	73%	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the % of nonproficient students in subgroups were	In 2013, the percentage of proficient students in the subgroups will be: White 67%, Hispanic 53% and African

as follows: white 35%, Hispanic 43% and 57% African American/Black.

American/Black 51%. These AMOs were set by state to reduce the percentage of non-proficient students by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading Coach Administration Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Administrative Classroom Walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Coaches Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale
4	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.
5	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework
6	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels,	District professional development team * Math coaches * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common	* St. Lucie County framework * Administrative classroom walkthroughs

		teams, etc.)		Core understanding.	
7	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	St. Lucie County framework * Administrative classroom walkthroughs
8	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
9	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	* St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices	. * Teachers * Instructional coaches	Individual and collaborative review of student work	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% of ELL students were non-proficient in math.	In 2013, 43% of English Language Learners (ELL) will be proficient in Math. This Annual Measureable Outcome was set by the state, based on reducing the number of non-proficient students in this subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice and for reading. (full staff, grade levels, teams, etc.)	District professional development team * Math Coach * Reading Coach * Administration	Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	St. Lucie County Framework * Administrative classroom walkthroughs
	A broad range of knowledge and abilities to implement research-based practices of the	Instructional staff members will be provided professional development opportunities: learning	District professional development team * Math Coach	Administration observation of effective implementation with feedback	St. Lucie County Framework * Administrative classroom

2	St. Lucie County Framework exist among instructional staff.	communities, webinars, self-study, and peer support.	* Reading Coach * Administration	* Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	Students come with limited academic language.	Instructional staff will engage students in daily academic language activities.	Teachers Reading and Math Coach	Academic vocabulary used by students in written and oral responses.	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Reading and Mathematics Assessments * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
5	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework
6	There has been a history of poor performance in math at Floresta as compared to reading.	Hire a math coach to support teachers as they plan lessons that align to common core.	Administration	Log of Coach Creation of Common Assessments	Lesson Plans, Coach Logs, Creation of student assessments Feedback to Teachers
7	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	* Common Weekly teacher generated assessments. * Easy CBM Benchmark Assessments * Teacher assessment identifying learning scale achievement of targeted goal – Level 3. * Results from the 2013 FCAT assessment. * Journeys unit assessments.

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:

5D. Students with Disabilities (SWD) not making

satisfactory progress in mathematics. Mathematics Goal #5D:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67% of Students with Disabilities (SWD) did not make satisfactory progress in mathematics.	In 2013, 45% of Students with Disabilities (SWD) will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading and Math Coach Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding	SLC Framework Administrative Classroom Walkthroughs
2	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Reading Coach Teacher Administration	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale.
3	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration * Reading Coach	Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	St. Lucie County Framework Administrative Observations
4	Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems.	Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem-solving.	Teachers * Instructional coaches	Observation of student independently applying step-by-step problem solving	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3
5	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework

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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 45% of Economically Disadvantaged students did not make satisfactory progress in mathematics.	In 2013, 57% of Economically Disadvantaged students will make satisfactory progress in mathematics. This Annual Measureable Outcome was set by the state, based on reducing the number of non-proficient students in this subgroup by 50% over six years.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team Reading Coach Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research based practices of the St. Lucie County framework exist among instructional staff	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team Reading Coach Administration	Administration observation of effective implementation with feedback. *Teacher lesson design reflective of the St. Lucie County Framework. Administrative/Teacher conferencing	Student Responses from teacher made performance task items based on the performance scale.
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	* District professional development team * Instructional coaches * Administration	* District professional development team * Instructional coaches * Administration	Students written responses to questions posed across all content areas.
4	Students lack the schema necessary to solve real-world problems.	Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations	Teachers * Instructional Coaches	Observation of appropriate use of vocabulary in student written and oral language.	Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
	Students need guidance in recognizing and	Teachers will talk aloud about the metacognitive	All Teachers	Observations of teachers talking aloud about their	Common Weekly teacher generated

5	practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	strategies they use as they work to solve problems, especially when habitual responses are not successful.		thinking as they work through processes and problems.	assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
6	High Expectations for low expectancy students aren't always expected.	Through use of cooperative learning structures and quality questioning techniques, low expectancy students will be expected to answer questions that are posed and will benefit from hearing their peer's answers.	All Teachers Coaches Administration	Observations using the Quality Instructional Framework	St. Lucie County Instructional Framework
7	There has been a history of poor performance in math at Floresta as compared to reading.	Hire a math coach to support teachers as they plan lessons that align to common core.	Administration	Log of Coach Creation of Common Assessments	Lesson Plans, Coach Logs, Creation of student assessments Feedback to Teachers

End of Elementary School Mathematics Goals

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

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

PD Content /Topic 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core for Mathematics	K-2	Math Coach	Teachers of Grades K-2	Planning time	Review of Lessons and Observations Creation of Common Assessments Assessment Results	Administration and Math Coach
Common Planning for High Quality Mathematics Instruction	3-5	Math Coach	Teachers of Grades 3-5	Planning Time	Review of Lessons and Observations Creation of Common Assessments Assessment Results	Administration and Math Coach
Data Chats	K-5	Math Coach	Teachers of Math	Protected Planning Time	Review of assessment results to determine reteaching	Administration and Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach	Salary	Title I	\$61,000.00
			Subtotal: \$61,000.00
			Grand Total: \$61,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		37% (40) of students will score at level 3 on FCAT Science in 2012.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (32) of fifth grade students scored at level 3 on FCAT Science in 2012.		37% (40) of students will score at level 3 on FCAT Science in 2012.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	District Professional Development Team Reading and Math Coaches Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). Administrative/Teacher conferencing.	SLC Instructional Framework Administrative Classroom Walkthroughs
	The daily expectation of student written responses to	Instructional staff members will be provided professional	District Professional Development	Administration observation of effective	Student Responses from teacher made performance task

2	demonstrate thinking and reflection will be a new practice	development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	Team Coaches Administration Teacher	implementation with feedback. Individual and Collaborative review of student work.	items based on the performance scale
3	Students need guidance in recognizing and practice in applying metacognitive strategies so they can successfully solve problems throughout their lives. When life presents situations that cannot be solved by learned responses, metacognitive behavior is brought into play. Metacognitive skills are needed when habitual responses are not successful.	Teachers will talk aloud about the metacognitive strategies they use as they work to solve problems, especially when habitual responses are not successful.	All Teachers	Observations of teachers talking aloud about their thinking as they work through processes and problems.	Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.
4	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	In Science they will incorporate the Math and Literacy Common Core Standards within the curriculum.	Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	SLC Instructional Framework Administrative Classroom Walkthroughs
5	Lack of hands on experiences	All students in K-5 will participate in the annual science fair and have opportunities for hands-on and virtual science experiments through the new science series.	Administration	Monitoring science lessons through observations, review of lesson plans, and monitoring of assessment data.	FCAT, benchmarks, Fusion Assessments and Classroom Observations
6	Elementary Science Teachers do not have a depth of Science background knowledge.	Use of Science Fusion and all included resources Math Coach will also support science instruction	Math Coach	Student Data from Formative Assessments	Benchmark Science Assessments, FCAT
7	Students need to master informational reading and nonfiction writing.	Infuse Science into the Literacy Block. Students will keep academic notebooks and write to explain their knowledge of science concepts.	Classroom Teachers	Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	Writing Samples, FCAT Writing, Formative/Summative Assessments

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:

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

(*)will score at Level 4, 5 or 6 in science on FAA.

2012 Current Level of Performance:

2013 Expected Level of Performance:

(*) scored at Level 4, 5 or 6 in science on FAA.	50% *)will score at Level 4, 5 or 6 in science on FAA.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers haven't been trained to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation
2	Students have processing challenges for recalling information and supporting details.	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Reading Coach Administration Teacher	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment
3	Students have decoding challenges that will limit their processing and comprehension of Science information	Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills	Teachers Administrators ESE Specialist	Review of individual students pre/post test data FAA	Teacher made assessments 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	21% (22)of students scored levels 4 or 5 on FCAT Science in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (16) of students scored levels 4 or 5 on FCAT Science in 2012.	21%(22)of students scored levels 4 or 5 on FCAT Science in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core standards present new learning for instructional staff to gain a full understanding of each standard	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Math coach * Administration *Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative observations
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team * Math coaches * Administration * Teacher	* Administration observation of effective implementation with feedback Teacher lesson design reflecting application	St. Lucie County Framework Administrative observations

	among instructional staff			of St. Lucie County framework Administrative/teacher conferencing	
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	District professional development team * Teachers * Instructional coaches * Administration	Administration observation of effective implementation with feedback * Individual and collaborative review of student work	Student responses from teacher-made performance task items
4	Elementary Science Teachers do not have a depth of Science background knowledge.	•Use of Science Fusion and all included resources *Math Coach will also support science instruction	Teacher Leaders Math Coach	Data, Student Data from Formative Assessments	Benchmark Science Assessments, FCAT
5	Elementary Science Teachers do not have a depth of Science background knowledge.	Teachers who have been successful with student achievement in the past will departmentalize for science in 5th grade and incorporate writing into science. DQ 4 will be used with students to deepen their knowledge of concepts.	5th Grade Science Teachers Math Coach	Data, Student Data from Formative Assessments	Benchmark Science Assessments, FCAT
6	Students need to master informational reading and nonfiction writing.	Infuse Science into the Literacy Block.	Classroom Teachers	Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	Writing Samples, FCAT Writing, Formative/Summative Assessments

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	(*) will score at Levels 7, 8 and 9 on the FAA Science Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(*) scored at Levels 7, 8 and 9 on the FAA Science Assessment in 2012.	50% (*) will score at Levels 7, 8 and 9 on the FAA Science Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC opportunities	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools FAA

2	Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment	Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills	Teachers Administrators ESE Specialist	Review of individual students pre/post test data FAA	Data collection sheets Teacher made assessments FAA Teacher observation using a rubric
3	Students have decoding challenges that will limit their processing and comprehension of Science information	Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills	Teachers Administrators ESE Specialist	Review of individual students pre/post test data FAA	Teacher made assessments FAA

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

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

PD Content /Topic 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	Grades 3-5	Math Coach	Teachers of Science in Grades 3-5	Protected Planning Time	Review of Science Data with Teachers to determine areas to improve	Math Coach and Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	96% of students scored Level 3 or higher on FCAT Write in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(90)of students scored Level 3 or higher on FCAT Write in 2012.	96% (99) of students scored Level 3 or higher on FCAT Write in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.	Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	CCSS Site-based Grade Level Representative Team Member and Assistant Principal	Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	SLC Framework documentation
2	Spelling and legibility haven't been stressed in years past because they weren't assessed on FCAT Writes	Make sure that students can spell all of the words assigned to their grade level as well as their word wall words. Make spelling and writing legible part of writing.	Administration and Coaches	Student writing samples	School-wide prompts and FCAT Writes
3	Some teachers score students' writing differently than others.	Teachers will learn to collaboratively score student writing based on the rubrics provided as to calibrate their scoring.	Administration and Reading Coaches.	Student writing samples and scores	Monthly writing prompts and FCAT Writes
4	Students don't fully understand the writing process and the way the brain works when it is creating a piece of writing.	Teachers will model for students good writing and use think aloud strategies to expose their meta-cognition as they write.	Administration and Reading Coach	Observation of teacher modeling	Student writing samples and FCAT Writes
5	A uniform, spiraling program of writing has only been in place for 2 years at Floresta and not all teachers are comfortable with the program. WFTB hasn't been aligned to Common Core.	Implement Write from the Beginning Program as well as Response to Literature. Provide updates as these programs become aligned to Common Core.	District WFTB Trainer School-based Trainers Administration Reading Coach	Student writing samples	Student writing samples and FCAT Writes

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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Currently we do not have any 4th graders who are going to be assessed on the FAA Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA (No students were assessed in writing on the FAA in	Currently we do not have any 4th graders who are going

2012.)		to be assessed on the FAA Writing.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	All	Grade Level CCSS Rep.	Classroom Teachers	August 2012	Classroom Observation and Feedback	Coaches and Administration
Response to Literature	All Teachers	School Based Trainers	All Teachers	Sept and Oct. 2012	Classroom Observation and Feedback	Coaches and Administration
Write From the Beginning Training	K-4	District Trainers and School Based Trainers	New K-4 Teachers	Sept. 2012	Classroom Observation and Feedback	Coaches and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The current attendance rate at Floresta Elementary for 2011-2012 school year was 94.85%. The expectation is that this will increase this school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate at Floresta Elementary for 2011-2012 school year was 94.85%.	By June 2013, the attendance rate at Floresta will increase to 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The current number of students with 10 or more absences at Floresta is 270, which includes excused and unexcused absences as well as suspensions.	By June 2013, the expected number of students with excessive absences (10 or more) will decrease by at least 20% (216 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The current number of students with excessive tardies (10 or more) at Floresta is 193.	By June 2013, the expected number of students with excessive tardies (10 or more) will decrease by at least 20% (130 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents keep students home for a multitude of reasons. Many don't understand the importance of daily attendance as it relates to student achievement.	Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services	Assistant Principal	Bi-weekly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings.	Truancy logs and attendance rosters.
2	Parents don't want to wait in long lines to pick up their children so they often come early to get them.	Educate parents on the importance of keeping students at school for the entire day and its correlation to time loss in a year when students come late or leave early.	Attendance Clerk	Updates to Administration	Truancy logs and attendance rosters.
3	Parents often bring their students to school late. Students have little control over their parents' actions.	Educate parents of the importance of arriving on time to school and staying for the entire day. Call students who are constantly late to see what we can do to help.	Attendance Clerk	Updates to Administration	Logs of attendance
4	Students are late in coming to school.	Move RtI to the morning so that parents will bring their children to school on time.	Attendance Clerk	Updates to Administration	Logs of attendance

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

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	None
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
None	None
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

none	None
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22 Students were suspended out-of-school in 2012.	The expected number of out of school suspensions in 2013 will be 20 or less suspentions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14 Students were suspended from school in 2012.	The expected number of students with out of school suspensions in 2013 will be 10 or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Different expectations from classroom to classroom and grade to grade exists and students don't know the expectations for different types of work.	Implement CHAMPS school-wide.	Administration and PBS Core Team	CWT, Observations and discipline data	CWT and Discipline data
2	SOME teachers are inexperienced with PBS and CHAMPS implementation.	Revisit current PBS Plan so all staff are familiar with implementation and share discipline data with teachers during data chats.	Administration and PBS Core Team	Observations, PBS data and discipline data	Discipline data
3	Students with persistent behavior problems need regular encouragement and monitoring.	Institute a check-in and check-out system for students with severe behavior problems.	Guidance Counselors and Classroom Teachers	Data Analysis by the RtI/PBS Core Team	Discipline referrals, suspension data, BIR reports
4	Some students come to school not knowing how to behave.	Use RtI time for teaching about appropriate behaviors to students with severe behavior problems.	Guidance Counselor	Check In and Check Out	Discipline and suspension data

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

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		The number of parents having a positive interaction with the school each year has increased over recent year. We expect to see continued growth in this area.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The percent of parents who have participated in one or more family involvement activities at Floresta was 80%.		85% of families will participate in at least one school sponsored event in 2012-2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Economic impact- parents working multiple jobs, lack of transportation and support.	Send home a monthly calendar highlighting monthly family events. Make a few personal phone calls to parents to invite them to family events, especially ones who haven't	Administration and Staff at Floresta	Sign-in sheets and a database of family participation	Number of families that participated in a school sponsored event

1		<p>participated.</p> <p>Keep a log of which parents attend events by teacher.</p> <p>Change monthly time for evening events to incorporate all families and dinner plans.</p> <p>Use Connect Ed to remind parents of family events.</p> <p>Reward students with incentives for participating in family events.</p>			
2	Parents may not see the purpose or value of being involved or attending family events.	Make family events an important priority and align them to student achievement so parents will have a reason to attend.	Administration and Staff at Floresta	Sign-in sheets to record parent participation	Family participation in school sponsored events
3	Parents are not aware of events at the school.	Use the marquee to display dates and times of events as well as newsletters, Tuesday folders, family calendars, etc.	Administration	Sign-in sheets to record participation	Family participation in school sponsored events
4	Parents are not aware of events at the school.	Create a website and Twitter Account so parents can be updated weekly on events, news, etc. that impact their children	Principal	Hits on the website	Family participation in school sponsored events Parent surveys

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

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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 (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		49%(49)of Floresta students scored proficient in Science in 2011. There is a need to improve science proficiency to 54 (58)%.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities with hands- on experiential STEM activities.	<p>All K-5 students will participate in the District Science Showcase.</p> <p>All students will have opportunities for hands-on activities.</p> <p>Floresta will create partnerships with informal science educational facilities (ie: Planetarium, zoos, VGTI)</p> <p>Through District in-service, teachers will receive in-service training on District STEM initiatives</p> <p>Teachers will receive in-service on the virtual experiences in FUSION and other digital formats.</p> <p>Students will participant in Title 1 STEM Enrichment Camps and opportunities (ie: VGTI Saturday with a Scientist, Summer Camps)</p>	Administration, Science Resource Teacher, District Title 1 Science Curriculum Specialist, District HMH Science Specialist	<p>Monitoring science lessons through observations, review of lesson plans, monitoring of assessment data</p> <p>Monitoring of the number of field experiences students are receiving by grade group</p> <p>Monitoring of teacher district in-service logs.</p> <p>Monitoring of FUSION usage logs.</p> <p>Monitoring of students participants in District enrichment opportunities</p>	Benchmark assessments, miniBat formative assessments, Number of Science Fair participants, 5th Grade FCAT 2.0 results.

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

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

School Culture Goal Goal:

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:

1. School Culture Goal Goal School Culture Goal Goal #1:	NA			
2012 Current level:	2013 Expected level:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of School Culture Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	100 Book Challenge	Training Manual, PD and Substitutes	title I	\$10,000.00
				Subtotal: \$10,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Response to Literature	Materials and Manuals	Title I	\$2,000.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Salary	Title I	\$52,000.00
Mathematics	Math Coach	Salary	Title I	\$61,000.00
				Subtotal: \$113,000.00
				Grand Total: \$125,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/18/2012)

School Advisory Council

School Advisory Council (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 citizens 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. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

School Advisory Council will provide input on the preparation of the plan and assist with monitoring the school improvement plan.



AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

St. Lucie School District FLORESTA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	94%	55%	297	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	77%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	82% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

St. Lucie School District FLORESTA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	66%	77%	48%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	72%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	69% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested