

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ST. LUCIE ELEMENTARY SCHOOL

District Name: St. Lucie

Principal: Bernadette L. Floyd

SAC Chair: Charlene Edwards

Superintendent: Michael Lannon

Date of School Board Approval: 9-28-12

Last Modified on: 10/19/2012

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>St. Lucie Elementary K-5 School 2011-2012 Grade Grade C Level 3 or better in reading 39%, level 3 or Better in Math 44%, 3 or Better in Writing 81%, Level 3 or Better in Science 39%, Making Learning Gains in Reading 57%, Making Learning Gains in Math 50%,Lowest 25% Making Learning Gains in Reading 67%, and Making Learning Grains in Math 61%.</p> <p>Samuel Gaines Academy K-8 School 2010-2011 Grade C Standards in Reading 45%, High Standards in Math 46%, High Standards in Writing 85%, High Standards in Science 25% Proficiency was met in Writing, Adequate Yearly Progress was not met in the 8 sub groups.</p> <p>Samuel Gaines Academy K-8 School 2009-2010 Grade C High Standards in Reading 45%, High Standards in Math 44%, High</p>

Principal	Bernadette L. Floyd	Bachelor's Degree Sociology Central State University Wilberforce, Ohio; Master's Degree Social Work Clark Atlanta University, Georgia; Certification in Educational Leadership, Florida Atlantic University	2	15	Standards in Writing 79%, High Standards in Science 22% Proficiency was met in Writing, Adequate Yearly Progress was not met in the 8 sub groups. Principal Southbend K-8 School 2008-2009 school year. Grade A, Reading Mastery 70%, Math Mastery 66%, Writing Mastery 77%, Science Mastery 42%, Adequate Yearly Progress: Black did not make AYP in reading; and Black, Hispanic, and Economically Disadvantaged did not make AYP in Math. Principal of Windmill Point Elementary School 2007-2008 Grade A Reading Mastery 73%, Math 72%, Writing Mastery 95%, and Science Mastery 42%. Adequate Yearly Progress: Black did not make AYP in reading and math. 2006-2007: Grade A Reading Mastery 75%, Math 69%, Writing Mastery 91%, and Science Mastery 35%. Adequate Yearly Progress: All subgroups made AYP. 2005-2006: Grade A Reading Mastery 67%, Math Mastery 65%, and Writing Mastery 89%. Adequate Yearly Progress: Black did not make AYP. 2004-2005: Grade B Reading Mastery 72%, Math Mastery 63%, Writing Mastery 80%. Adequate Yearly Progress: Black did not make AYP. 2003-2004: Grade B 64% Reading Mastery, Math Mastery 63%, Writing Mastery 76%. Students with disabilities did not make AYP in reading. 2002-2003: Grade B, Reading Mastery 65%, Math Mastery 62%, Writing Mastery 85%. 2001-2002: Grade C Reading Mastery 58%, Math Mastery 56%, Writing Mastery 69%. 2000-2001: Grade C. 1999-2000: Grade C.
Assis Principal	Nicole Ortega	BA Child Study K-6 Exceptional Education Masters in Educational Leadership	2	2	St. Lucie Elementary K-5 School 2011-2012 Grade Grade C Level 3 or better in reading 39%, level 3 or Better in Math 44%, 3 or Better in Writing 81%, Level 3 or Better in Science 39%, Making Learning Gains in Reading 57%, Making Learning Gains in Math 50%, Lowest 25% Making Learning Gains in Reading 67%, and Making Learning Grains in Math 61%. 2010-2011 Grade A AYP 95% 60% Proficient in Reading, 82% Proficient in Math, 93% Proficient in Writing, 54% Proficient in Science, 55% LG in Reading, 67% LG Math, 70% Lower Quartile Gains in Reading, 67% Lower Quartile Gains in Math 548 Points Earned. 2009-2010 Grade B AYP 85% Criteria Met 2009-2010 S3% school Grade B 57% Proficient in Reading, 71% Proficient in Math, 86% Proficient in Writing, 22% Proficient in Science, 60% LG in Reading, 63% LG Math, 60% Lower Quartile Gains in Reading, 83% Lower Quartile Gains in Math 502 Points Earned. 85% Criteria Met ELL subgroup made AYP in math/reading Black subgroup was only subgroup that did not make AYP in math  2008-2009 Grade A 108 point gain from prior year AYP - 97% Criteria met 61% of students reading at or above grade level, 72% of students at or above grade level in math, 90% of students are meeting state standards in writing. 56% of students at or above grade level in Science. All subgroups made AYP except Hispanic students in Reading.

## 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 Writing	Judith Cimino	BS in Secondary Education/SS Masters of Arts in Psychology specializing in Reading Reading K-12	3	10	<p>2002-2003 A , 64% meeting High Standards in Reading, 84% Meeting High Standards in Writing, 72% Making Learning Gains in Reading, 65% of Lowest 25% Making Learning Gains in Reading, 2003-2004 C , 60% meeting High Standards in Reading, 89% Meeting High Standards in Writing, 55% Making Learning Gains in Reading, 59% of Lowest 25% Making Learning Gains in Reading, 2004-2005 B , 68% meeting High Standards in Reading, 77% Meeting High Standards in Writing, 68% Making Learning Gains in Reading, 64% of Lowest 25% Making Learning Gains in Reading, 2005-2006 C , 65% meeting High Standards in Reading, 81% Meeting High Standards in Writing, 55% Making Learning Gains in Reading, 59% of Lowest 25% Making Learning Gains in Reading, 2006-2007 C , 60% meeting High Standards in Reading, 76% Meeting High Standards in Writing, 62% Making Learning Gains in Reading, 60% of Lowest 25% Making Learning Gains in Reading, 2007-2008 A , 65% meeting High Standards in Reading, 93% Meeting High Standards in Writing, 61% Making Learning Gains in Reading, 63% of Lowest 25% Making Learning Gains in Reading, 2008-2009 A , 76 % meeting High Standards in Reading, 95% Meeting High Standards in Writing, 71% Making Learning Gains in Reading, 71% of Lowest 25% Making Learning Gains in Reading, 2002-2003 A , 64% meeting High Standards in Reading, 84% Meeting High Standards in Writing, 72% Making Learning Gains in Reading, 65% of Lowest 25% Making Learning Gains in Reading, 2003-2004 C , 60% meeting High Standards in Reading, 89% Meeting High Standards in Writing, 55% Making Learning Gains in Reading, 59% of Lowest 25% Making Learning Gains in Reading, 2004-2005 B , 68% meeting High Standards in Reading, 77% Meeting High Standards in Writing, 68% Making Learning Gains in Reading, 64% of Lowest 25% Making Learning Gains in Reading, 2005-2006 C , 65% meeting High Standards in Reading, 81% Meeting High Standards in Writing, 55% Making Learning Gains in Reading, 59% of Lowest 25% Making Learning Gains in Reading, 2006-2007 C , 60% meeting High Standards in Reading, 76% Meeting High Standards in Writing, 62% Making Learning Gains in Reading, 60% of Lowest 25% Making Learning Gains in Reading, 2007-2008 A , 65% meeting High Standards in Reading, 93% Meeting High Standards in Writing, 61% Making Learning Gains in Reading, 63% of Lowest 25% Making Learning Gains in Reading, 2008-2009 A , 76 % meeting High Standards in Reading, 95% Meeting High Standards in Writing, 71% Making Learning Gains in Reading, 71% of Lowest 25% Making Learning Gains in Reading, 2009-2010 B , 69% meeting High Standards in Reading, 79% Meeting High Standards in Writing, 57% Making Learning Gains in Reading, 56% of Lowest 25% Making Learning Gains in Reading, 2010-2011 A , 62% meeting High Standards in Reading, 92% Meeting High Standards in Writing, 66% Making Learning Gains in Reading, 70% of Lowest 25% Making Learning Gains in Reading, St. Lucie Elementary K-5 School 2011-2012 Grade Grade C Level 3 or better in reading 39%, level 3 or Better in Math 44%, 3 or Better in Writing 81%, Level 3 or Better in Science 39%, Making Learning Gains in Reading 57%, Making Learning Gains in Math 50%,Lowest 25% Making Learning Gains in Reading 67%, and Making</p>

				Learning Grains in Math 61%.
Math	Angela Ehrhard	BS in Elementary Education Reading Endorsement ESOL Endorsement	3	<p>Michael McCoy Elementary K-5 School 2009-2010 Grade A Level 3 or better in Reading 70%, Level 3 or Better in Math 71%, Level 3 or Better in Writing 72%, Level 3 or Better in Science 48%, Making Learning Gains in Reading 65%, Making Learning Gains in Math 71%, Lowest 25% Making Learning Gains in Reading 70%, Lowest 25% Making Learning Gains in Math 82%.</p> <p>Michael McCoy Elementary K-5 School 2010-2011 Grade A Level 3 or better in Reading 70%, Level 3 or Better in Math 71%, Level 3 or Better in Writing 76%, Level 3 or Better in Science 70%, Making Learning Gains in Reading 59%, Making Learning Gains in Math 72%, Lowest 25% Making Learning Gains in Reading 62%, Lowest 25% Making Learning Gains in Math 70%.</p> <p>St. Lucie Elementary School 2010-2011 Grade A , 62% meeting High Standards in Reading, 77% meeting High Standards in Math, 92% Meeting High Standards in Writing, 66% Making Learning Gains in Reading, 64% Making Learning Goals in Math, 70% of Lowest 25% Making Learning Gains in Reading, 63% of Lowest 25% Making Learning Gains in Math.</p> <p>St. Lucie Elementary K-5 School 2011-2012 Grade C Level 3 or better in reading 39%, level 3 or Better in Math 44%, 3 or Better in Writing 81%, Level 3 or Better in Science 39%, Making Learning Gains in Reading 57%, Making Learning Gains in Math 50%, Lowest 25% Making Learning Gains in Reading 67%, and Lowest 25% Making Learning Gains in Math 61%.</p>

## 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	School Administrative Team will have regularly scheduled meetings with new teachers.	Administration	Ongoing through the year	
2	Ask current employees for potential teacher candidates	Administration	Ongoing	
3	To attend job fairs and to recruit at state colleges and universities	Administration	April 2013 June 2013	
4	To designate new teachers to veterans in specific grade level or team	Administration	Ongoing through the year	

## 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
N/A	N/A

## 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
49	12.2%(6)	20.4%(10)	51.0%(25)	16.3%(8)	28.6%(14)	75.5%(37)	6.1%(3)	4.1%(2)	57.1%(28)

### 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
Sarah Flesche	Holly Stephens	Ms. Flesche is the team leader for first grade and has experience working with teachers in their second year of teaching	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Nancy Irby	Shelly Morales	Mrs. Irby has taught kindergarten for over 20 years.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Suzanne Burke	Jessica Cooper	Mrs. Burke has been an effective kindergarten teacher for over ten years and is the kindergarten team leader.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
			Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional

Emily Barrie	Alexis Wheeler	Mrs. Barrie is an experienced kindergarten teacher with clinical educator training.	Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Jennifer Flynn	Nicole Enos	Mrs. Flynn has been a successful mentor and clinical educator for the last two years.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Tabatha Jasper	Angelique Scoboria	Mrs. Jasper has taken part in the SLC Math Academy and has been a successful second grade teacher for the last three years.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Roxanna Cirjaru	Jessica Manning	Ms. Cirjaru has taught at St. Lucie Elementary for seven years and is also teaching third grade this year	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Angela Patton	Lindsay English	Ms. Patton has had experience with mentoring new teachers and is also teaching third grade.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per

			week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Angela Ehrhard	Caitlin Allen	Ms. Ehrhard has been a fourth grade teacher and a mentor. She is currently the math coach and is very supportive and knowledgeable in the fourth grade curriculum.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Judith Cimino	Karen Paizante-Martins	Ms. Cimino is the literacy coach and is very knowledgeable in the fourth grade curriculum.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Amy Algoet	Kristina Owens	Mrs. Algoet is a fourth grade teacher and has been teaching fourth grade for the past 3 years and is very knowledgeable with the curriculum.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Daniel Gelardo	Terrance Hoff	Mr. Gelardo has worked at St. Lucie Elementary for many years and knows the school culture and climate. Mr. G knows all the students and very knowledgeable about the school.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
			Monthly NEST (New Educator Support Team) Meetings will be held to

Michele Beckford	Rachel Caputo	Ms. Beckford has taught fifth grade for the passed five years and is extremely knowledgeable with the curriculum.	clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Diane Demers	Stephanie Claudio	Mrs. Demers is an ESE teacher that can relate to Ms. Claudio and share expectations and information pertaining to ESE procedures.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.
Diana Brugnone	Kelly Nigro	Mrs. Brugnone is the ESE Chair and works very closely with guidance on a daily basis. Mrs. Brugnone has the expertise to share with Mrs. Nigro.	Monthly NEST (New Educator Support Team) Meetings will be held to clarify initiatives, provide support, and deliver additional Professional Development as needed. Instructional Coaches will meet with all new teachers and model in their classrooms as frequently as needed. The department of School Renewal is supporting our new teachers 2 days per week and the liaison from Curriculum, Instruction and Assessment is supporting our new teachers one day per week.

## 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

Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The district Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district



Drop-out Prevention programs.

#### Title II

The district receives supplemental funds for providing professional development and training for teachers. The professional development includes Common Core State Standards, K-2 Standards-Based Grading, and Quality Instructional Framework.

#### Title III

Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

SLE families are surveyed annually to establish the number of families that are categorized as homeless. With the assistance of various agencies and the district level personnel identified families are connected with agencies that provide assistance and support.

#### Supplemental Academic Instruction (SAI)

The SAI funds will be coordinated with Title I funds to provide tutorial services for Level 1 students in math and reading.

#### Violence Prevention Programs

SLE offers a non-violence and anti-drug program to students at all grade levels in collaboration with the St. Lucie County Sheriff's department.

#### Nutrition Programs

SLE received a grant to provide free breakfast to all students as well as a daily serving of a fruit or vegetable.

#### Housing Programs

NA

#### Head Start

SLE has a full-time VPK program that services 22 students.

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA

#### Other

NA

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

#### School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Principal-Bernadette L. Floyd  
Assistant Principal-Nicole Ortega  
Guidance-Kelly Nigro  
School Psychologist-Michael Bonevento  
ESE Chair-Dianna Brugnone  
Teacher- Tabatha Jasper  
Teacher- Jennifer Carter  
Literacy Coach-Judith Cimino  
Math Coach- Angela Ehrhard  
ESOL Teacher- Susan Barber

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?

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

RtI Core PST Chair

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

Data Keeper

- Provides school-wide data in specialty area for all members to view
- Communicates curriculum, program, procedural or policy concern
- Initiates discussion of the interpretation of the data

Time Keeper

- Provides periodic updates to team member regarding the amount of time left to complete a given task

Recorder

- Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings
- Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval
- Following administrative approval and when appropriate, shares minutes with the school staff

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

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.

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, School Administration 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](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.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal - Bernadette L. Floyd  
 Literacy Coach - Judith Cimino  
 Assistant Principal - Nicole Ortega  
 Teacher- Emily Barrie  
 Teacher-Holly Brolmann  
 Teacher-Natalie Westenhaver  
 Teacher- Angela Patton  
 Teacher- Kristina Owens  
 Teacher-Rachel Caputo  
 Teacher- Diane Demers  
 Teacher-Daniel Gelardo  
 Teacher- Donnita Graben  
 Teacher- Susan Barber

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

The Literacy Council will meet once a month. The Literacy Council will work to promote a school wide awareness of literacy development and the members will monitor, advocate, and assess the effectiveness of the Literacy programs and initiatives.

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

The Literacy Council will focus on the implementation of the Journeys Series to support literacy development throughout the St. Lucie County literacy routines. The team members will disaggregate data to determine strengths and weaknesses of the different components of the program. The council will work with grade levels and/or departments to collaborate on providing the appropriate professional development throughout the year. The team will work in a partnership with families and the community to build more proficient readers.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*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.

The Pre-K students in our VPK program are transitioned all year because they are on an elementary school campus. They get adjusted to the routine of school by being full day students at an elementary site. However, students who attend the private provider's sites also have the opportunity for transition into the elementary school environment. The provider at each site makes their own arrangements to visit school sites. All providers complete a strategy checklist on each child coming into Kindergarten which the Early Learning Coalition sends to the administration of the receiving school to assist in creating the Kindergarten class roster. also, a "Welcome to Kindergarten" packet is given to each parent when they enroll their child at the school. The packet has Kindergarten transition materials included and school information as well.

SLE contacts the local preschools and invites them to the school for a tour of the facility. During the tour the students are introduced to the teachers and staff, given a guided tour of the campus and provided brochures to share with their families. An annual "Kindergarten Orientation" night is also hosted for parents and students who have enrolled at the school.

SLE will continue to offer a voluntary PK program which will focus on ensuring that our new students will be intellectually, emotionally, physically and socially ready to enter our Kindergarten program. The program will consist of one highly qualified instructor and one paraprofessional with a class ratio of 16:1. The program's design is set up to ensure that all of our students come to school eager to learn when they enter Kindergarten. Both adults in the classroom are highly qualified.

### \*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.

NA

### \*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?

NA

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?

NA

## 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

NA

## 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:	By June 2013, 49% (147) of students in grades 3-5 will score at least a level 3 on the 2012-2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (115)	49% (147)

#### 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 background knowledge which undermines their comprehension of written material.	Teachers will expose students to a wide range of read-aloud titles, presenting videos through United Streaming and provide virtual field trips as they become available.	Literacy Coach/Literacy Council Administration	Teacher conferencing with students using rubrics and scales.	Teacher, Coach & Administrators evaluating the rubric and scales data. Marzano formal and informal observations Classroom walkthroughs and lesson plan checks
2	Students have difficulty processing complex text and understanding multifaceted concepts.	Teachers will utilize close reading practices and efferent discussions to improve the thinking and processing efforts of students.	Literacy Coach/Literacy Council Administration District School Renewal team	Classroom Walkthroughs	Formative Assessments Quarterly Benchmarks Marzano formal and informal observations
3	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 as well as the required minimum Civics content for grades 3 – 5.	District Professional Development Team Reading Coach Administration Teacher	Administration observation of effective implementation with feedback.  Teacher lesson design reflecting Common Core understanding.	SLC Framework Administrative Classroom Walkthroughs
4	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 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.

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:	By June 2013, 30% (5) of students in grades 3-5 will score at levels 4,5, and 6 on the 2012-2013 FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (4)	30% (5)

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	Due to SES and LEP factors, many St. Lucie Elementary School children scoring at proficient levels do not have access to a wide variety of reading materials that limits their ability to develop a deep fund of background knowledge	A student "reading room", with multiple copies of current, high interest books and comfortable reading spaces will be created in the media center.  Students will be encouraged to spend time in the reading room, engaged in independent reading or involved in literary circles.	Literacy Coach/Literacy Council Media Specialist, Media Clerk	Evaluating the log of use and Teacher - Student conferencing with the use of rubrics and scales.	Increase in level 4 and 5 scores on the FAA.
2	Train teacher to effectively implement Access Points.	Instructional staff will participate in department LC opportunities.	District PD Team ESE Specialists Administrative Team	Observations and Feedback Forms	LC Documentation and Evaluation Form
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	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

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:	By June 2013, the percent of students scoring levels 4 and 5 will increase by 18% as measured on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (40)	18% (54)

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.	Literacy Coach Assistant Principal Principal District School Renewal Team	Tracking the students' performance from mini-assessment to mini-assessments. Item Analysis to identify areas for reteaching.	SLC Framework Administrative Classroom Walkthroughs
2	Lack of time spent with students that are above proficiency.	An enrichment group will be developed to increase students depth of knowledge.	Enrichment teacher Administration	Students will keep a data folder to monitor their own progress.	FCAT 2.0 Mini-Assessments Student Portfolio

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:	By June 2013, 13% (2) of students in grades 3-5 will score at levels 7 on the 2012-2013 FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	13% (2)

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

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:	By June of 2013, 65% (195) of students in grades 3 - 5 will make learning gains as evidenced by the 2012 - 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (178)	65% (195)



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 need for additional small group differentiated instruction.	Professional development on analyzing text and creating opportunities for students to engage in "text talk".  Teachers will use the specially designed Journeys small group reteaching options.  Title I / ESOL and ESE teachers will push into the classroom to provide additional instruction to students. Joint planning will take place by these teachers and the classroom teachers using the Literacy Routines and Journeys.	Literacy Coach/Literacy Council Title I Reading teacher ESOL Teacher ESE Grade Chair Administration District School Renewal Team	Weekly teacher conferencing with students and review of each students' data portfolio.  Tracking the students' performance from mini-assessment to mini-assessment.	Mini Assessments and Benchmark tests. Marzano formal and informal observations
2	Common Core Standard 10 presents new learning for instructional staff to gain a full understanding of the 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	Administration observation of effective implementation with feedback.  Teacher lesson design reflecting Common Core understanding.	SLC Framework Administrative Classroom Walkthroughs
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: 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 St. Lucie County Framework.  *Administrative/Teacher conferencing.	SLC Framework Administrative Classroom Walkthroughs

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:	By June 2013, 80% (12) of students in grades 3-5 will make learning gains in FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (11)	80% (12)

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 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
2	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.	District Professional Development Team Reading Coach Administration Teacher	Increased percentage of time students use new vocabulary appropriately	Teacher generated assessments  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 reading.  Reading Goal #4:	By June 2013, 72% (54) of students in the lowest 25% will make learning gains as measured on the 2012 -2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (52)	72% (54)

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	Student and Class Goal Setting	Creating rigorous goals based on baseline data. Tracking progress towards goals, matching them with student achievement and increasing them as they are achieved.  Collegial conversations and disaggregating data to create realistic goals for student performance.  Conferencing with students.	Literacy Coach/Literacy Council Principal Assistant Principal	Ongoing monitoring of student performance by teachers. Students will use goal setting procedures to include in an individual data portfolio and conference with teachers on a weekly basis.	Tracking student performance on assessments. SLC Quality Instructional Framework formal and informal observations
2	Instructional practices are not aligned with student needs.	Instruction will be differentiated to meet the needs of diverse students through fluid grouping and the use of Journeys' small group lessons.	Literacy Coach/Literacy Council  Administration  Classroom teachers	Walkthroughs and collaborative planning.	Tracking Students' performance on assessments. Marzano formal and informal observations
3	Clarification of the NGSSS standards.	Monthly meetings with grade groups to familiarize teachers with test item specifications, content focus, test item analysis and reteaching using different strategies and Journeys' minilessons.	Literacy Coach/Literacy Council  Administration	Participation at team meetings with agendas and minutes.	Tracking Student data with weekly formative assessments. Marzano formal and informal observations
	The daily expectation of student written responses to	Instructional staff members will be provided professional development	District Professional Development Team	Administration observation of effective implementation with	Student Responses from teacher made

4	demonstrate thinking and reflection will be a new practice.	on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	Reading Coach Administration Teacher	feedback. Individual and Collaborative review of student work	performance task items.
---	---	---	--	--	-------------------------

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 # By June 2013 49% (147) of students will be proficient in reading increasing from the previous year by 21% (62). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	49%	54%	59%	64%	

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:	By June 2013, 62% of the White subgroup, 44% of the black subgroup and 51% of Hispanic subgroup will show proficiency in reading as measured by the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (15) of White subgroup is proficient 33% (55) of Black subgroup is proficient 41% (45) of Hispanic subgroup is proficient	62% (19) of the White subgroup will be proficient 44% (73) of the Black subgroup will be proficient 51% (57) of the Hispanic subgroup will be proficient

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 do not spend enough time reading resulting in their lack of fluency.	Increase time and provide framework for independent reading within the school day. Set fluency goals and administer monthly probes. Use the Reader's Workshop as described in Journeys and the SLC literacy routines.	Literacy Coach/Literacy Council Administration	Classroom Walkthroughs Use of student Data Portfolios and weekly conferencing.	Monthly Fluency Checks. Student Conferencing Marzano formal and informal 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: 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 St. Lucie County Framework. Administrative/Teacher conferencing.	SLC 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 Reading Coach Administration	Administration observation of effective implementation with feedback. Individual and	Student Responses from teacher made performance task items.

		understanding. Instructional and peer coaching.	Teacher	Collaborative review of student work.	
4	Due to SES and LEP factors, many St. Lucie Elementary School children have limited oral language experience and inadequate academic vocabularies, thus decreasing their success on standardized tests.	Teachers will utilize the Journeys vocabulary strategies and materials. Teachers will encourage their students to internalize and own the vocabulary, using the words at every opportunity and keeping a tally of the times used in class.  Use of Imagine Language technology materials for LEP students.  Use of vocabulary mapping and vocabulary continuum will deepen student word knowledge.	Literacy Coach/Literacy Council Administration District School Renewal Team	Walkthroughs to determine the depth of teaching and engagement of students.  Evaluating Imagine reports to gauge improvement.  Teacher and Student conferencing with the use of rubrics and scales.	Student's correct usage of new vocabulary in their written and spoken assignments as scored by the teacher using rubrics and scales. Imagine Reports Rubrics and Scales

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:	By June 2013, 48% (16) of English Language Learners will be proficient in reading as measured by the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (11) of ELL students are proficient	48% (16) of the ELL students will be proficient

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 oral Language, academic vocabularies and language nuances.	Spending at least 1/2 hour per day reading, by themselves, to a buddy, using technology or being instructed by a highly qualified teacher in a small group setting. Additionally, ESOL teachers will push into the classroom and give additional small group instruction.  Use of Imagine Language technology material and Elements of Vocabulary.  High School student volunteers will be utilized to engage students in book discussions.	Literacy Council Administration ESOL Teacher/paras Literacy Coach	Student Portfolios  Student Conferences  Analysis of Imagine Language technology reports.  Students will complete rubrics and scales rating their engagement.	Tracking student performance on assessments an Imagine Language technology reports.  Marzano formal and informal observations  High School students will log their hours with students, noting the strategies used.

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.	By June 2013, 38% (12) of the SWD subgroup will be
---	--

Reading Goal #5D:	proficient in reading as evidenced by the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (10) of the SWD subgroup is proficient.	38% (12) of the SWD subgroup will be proficient in reading as measured by the Reading FCAT 2.0..

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.  *St. Lucie County literacy routines will be implemented to support	District Professional Development Team  Reading Coach  Administration	Administration observation of effective implementation with feedback. Teacher lesson design reflecting of St. Lucie County Framework.  *Administrative/Teacher conferencing.	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.

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:	By June 2013, 49% (140) of the Economically Disadvantaged Subgroup will be proficient in reading as measured by the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (109) of the ED students are proficient in reading.	49% (140) of the ED subgroup will be 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	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.	SLC Framework Administrative Classroom Walkthroughs

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
Literacy Routines	K-5	Instructional Partners Literacy Coach	K-5	Ongoing throughout the year	Classroom walkthroughs, Coaching Observations, St. Lucie County Framework Observation	Administration
Scales	K-2	Instructional Partners Literacy Coach District CIA Specialist Administration	K-2	Ongoing throughout the year	Classroom walkthroughs, Coaching Observations, St Lucie County Framework Observation	Administration
Common Core State Standards	K-5	Instructional Partners Literacy Coach District CIA Specialist	K-5	Ongoing throughout the year	Classroom walkthroughs, Coaching Observations, St. Lucie County Framework Observation	Administration
Lesson Study	K-5	Instructional Partners Literacy Coach Administration Lesson Study Facilitators District Professional Development Specialist	K-5	Ongoing throughout the year	Debriefing Reflections Data review	Facilitators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Substitutes	Title I	\$5,000.00
			Subtotal: \$5,000.00
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
SLC Literacy Routines	Stipends	Title I	\$2,500.00
Unpacking Common Core State Standards	Common Core Booklets Teacher Stipends Substitutes	Title 1	\$5,000.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the quantity of texts on			

varying complexity levels in the classroom.	Classroom Libraries	Title I	\$10,000.00
Using the correct text complexity to model lessons.	Common Core Exemplar books	Title I	\$4,000.00
Chapter books to engage and increase the amount of time students spend reading.	Chapter books	Title 1	\$8,000.00
Literacy Coach	Salary	Title I	\$58,451.00
Planning days and preparation to add rigor to our curriculum	Stipends Substitutes	Title I	\$2,500.00
			Subtotal: \$82,951.00
			Grand Total: \$95,451.00

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.		By June 2013, 60% (84) of ELL students will score proficient in Oral Skills as measured by CELLA.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Based on the 2012 CELLA data, 45.7% (64) of ELL students were proficient in Oral Skills.					
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.	1.1. Language experience approach utilize 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.	Modeling 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

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:		By June 2013, 40% (56) of ELL students will score proficient in Reading as measured by CELLA.			
2012 Current Percent of Students Proficient in reading:					
Based on the 2012 CELLA data, 25.7% (36) of ELL students were 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	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.	Activating and/or Building Prior Knowledge.	Administration/Literacy Coach/Team or Grade Level Leader	Formative Assessment	CELLA
2	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.	Reading aloud to students helps them develop and improve literacy skills.	Administration/Literacy Coach/Team or Grade Level Leader	Timed Student Reading	CELLA
3	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.	Vocabulary with context clues.	Administration/Literacy Coach/Team or Grade Level Leader	Formative 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:		By June 2013, 40% (56) of ELL students will score proficient in Writing as measured by CELLA.			
2012 Current Percent of Students Proficient in writing:					
Based on the 2012 CELLA data, 18.6% (26) of ELL students were 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.	A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context	Administration/Literacy Coach/Team or Grade Level Leader	Journals	CELLA



		for language and writing development.			
2	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.	Graphic Organizers	Administration/Literacy Coach/Team or Grade Level Leader	Student Work	CELLA
3	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.	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.	Administration/Literacy Coach/Team or Grade Level Leader	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

# 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:	By June 2013, 63%(189) of students will achieve proficiency in math at level 3 or higher as measured by FCAT 2.0/
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (132)	63% (189)

## 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 Instructional coaches Administration Teacher	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 Instructional 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 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 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 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:	By June 2013, 53% (8) of students in grades 3-5 will score at levels 4,5, and 6 on the 2012-2013 FAA Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (7)	53% (8)

## 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	Students are challenged to complete proper steps to solve a problem.	Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives visuals, number lines, and assistive technology.	Teacher ESE specialist Administration	Students will be provided opportunities to explain their thinking for problem solving.	Teacher generated assessment Teacher observation as students solve the problems. FAA
3	Based upon individual student's abilities as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations.	Using research based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.	Teacher ESE specialist Administration	The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.	Teacher generated accountability pieces at each station with data collection in place.  Teacher observation  Brigance Assessment  FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By June 2013, 25% of students will score a level 4 or 5 in math as measured by FCAT 2.0/
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (49)	25%

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: 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
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 * 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

3	*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 * 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 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:	By June 2013, 30% (5) of students in grades 3-5 will score at levels 7 or above on the 2012-2013 FAA Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (4)	30% (5)

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	Facilitated Planning Days and 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 DO 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 focused on individual concepts with accountability measures correlated to the access points to determine level of mastery in each concept. *Administrative walkthrough to observe lesson design	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

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:	By June 2013, 70% of students will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (157)	70%

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	*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 * 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 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:	By June 2013, 80% (12) of students in grades 3-5 will make learning gains on the FAA Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (11)	80% (12)

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	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
3	Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.	Students must have 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.  FAA  Brigance Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By June 2013, 70% (53) of students in the lowest 25% will make learning gains in math as measured on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (46)	70% (53)

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 coaches * 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	* 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
	*Students lack the foundation of number	* GoMath! RtI Support * Think Central Strategic	* Teachers * Instructional	* Individual and collaborative review of	* Weekly assessments and

3	sense.	Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	coaches * Administration	student reflective logs	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 # By June 2013 63% (189) of students will be proficient in math as evidenced by the Math FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	63%	66%	70%	74%	

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:	By June 2013, 78% (24) of the White subgroup, 57% (95) of the Black subgroup and 65% (72) of the Hispanic subgroup will be proficient in Math as evidenced by the Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (19) of the White subgroup are proficient in math 32% (53) of the Black subgroup are proficient in math 52% (58) of the Hispanic subgroup are proficient in math	78% (24) of the White subgroup will be proficient in math 57% (95) of the Black subgroup will be proficient in math 65% (72) of the Hispanic subgroup will be proficient in 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	Varied Levels of knowledge and teachers varied comfort levels	Increase the use of thinking maps and other appropriate graphic organizers. Remediation through small groups and RTI groups, and the use of appropriate technologies to support student learning.	Administration	Classroom Walk-throughs Student Work Progress Monitoring	Mini Benchmark Assessment Test, formal and informal observations
2	*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
	*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

3	St. Lucie County framework exist among instructional staff.	communities, webinars, self-study, and peer support.	* Administration	* Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	walkthroughs
4	*The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting : Numbers and Operations in base 10	* 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:	By June 2013, 65% (22) of the English Language Learners will be proficient in mathematics as evidenced by the Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (17) of the ELL subgroup are proficient in math	65% (22) of the ELL subgroup will be proficient in 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	Varied Language barriers with students and parents	Awareness of Go Math resources in print and online (Think Central). ESOL para-professionals will work closely with classroom teachers in planning the lessons and instructional focus for the students. Use appropriate technology to support student learning through remediation in small groups and RTI groups. Math Family Night	Administration Classroom teacher ESOL teacher	Classroom walk-thoughts ESOL checklist included with lesson plans Student Work Data in Performance Matters	Mini Benchmark Assessment Test, formal and informal observations
2	Students come with limited academic language.	Instructional staff will engage students in daily vocabulary activities.	* Teachers * Instructional coaches	Academic vocabulary used by students in written and oral responses.	* 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.
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

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:	By June 2013, 53% (16) of the SWD subgroup will be proficient in Math as evidenced by the MATH FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (11)	53% (53)

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	Lack of common planning between classroom teacher and ESE teacher.	Schedule opportunities for classroom teachers and ESE inclusion teachers to meet and collaboratively plan for increased student achievement.	Administration ESE Department Chair Classroom teachers ESE teachers	Lesson Plan checks Student data Vertical team meetings	Mini Benchmark Assessment Test, Student Portfolios Assessment formal and informal observations
2	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.
3	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 * Instructional coaches * Administration	* Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	* St. Lucie County framework * Administrative classroom walkthroughs
4	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer	* District professional development team * Math coach * Administration	* Administration observation of effective implementation with feedback * Teacher lesson design reflecting	* St. Lucie County framework * Administrative classroom walkthroughs

instructional staff.	support.	application of St. Lucie County framework * Administrative/teacher conferencing
----------------------	----------	--

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:	By June 2013, 63% (180) of the Economically Disadvantaged subgroup will be proficient in math as evidenced by MATH FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (120)	63% (180)

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 lack of real world experiences in the application of math in day to day problem solving.	Differentiated math instruction on a daily basis with appropriate manipulatives and applications to solve real world problems.	Math Coach/TBA Math Committee Administration Classroom teacher	Student conferencing Student data	Formative Assessments and rubrics based on standards Marzano formal and informal observations
2	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
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

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
SLC Math Routines	K-5	Instructional Partners Math Coach	K-5	Ongoing throughout the year	Classroom walkthroughs, Coaching Observations, St. Lucie County Framework Observation	Administration

Common Core State Standards	K-5	Instructional Partners Math Coach Math Academy Attendees	K-5	Ongoing throughout the year	Classroom walkthroughs, Coaching Observations, St. Lucie County Framework Observation, Professional Learning Communities	Administration
SLC Framework for quality instruction	K-5	Instructional Partners Math Coach	K-5	Ongoing throughout the year	Classroom walkthroughs, coaching observations, St. Lucie County Framework observations	Adminstration

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
St. Lucie County Math Routines Training	Go Math Teacher Stipends	Title I	\$2,500.00
Unpacking Common Core State Standards and Practice Standards	Common Core booklets 8 Mathematical Practices Posters Teacher Stipends Substitutes	Title I	\$6,000.00
			Subtotal: \$8,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach	Salary	Title I	\$49,025.00
Planning days and preparation to increase rigor within our curriculum	Stipends Substitutes	Title I	\$2,500.00
			Subtotal: \$51,525.00
			<b>Grand Total: \$60,025.00</b>

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.  Science Goal #1a:	By June 2013, 45% (35) of students in grade 5 will score at a level three on the 2012-2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (27)	45% (35)

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	Lack of multiple resources to meet the science NGSSS standards	Provide common planning time for team collaboration on various instructional strategies.	Grade Group Chair	Team Meeting Data Elements	Teacher Evaluation Framework
2	Time and funding for professional development	Implement and train teachers on the 5e lesson model as the standard for science instruction.	Science Committee/District	Professional development surveys	Teacher Evaluation Framework
3	Opportunities for students to express their learning in regards to science content	<ul style="list-style-type: none"> <li>• Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science.</li> <li>• Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</li> <li>• Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences.</li> <li>• Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</li> <li>• Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.</li> </ul>	Science Teachers/Science Chair/Administration	<ul style="list-style-type: none"> <li>• Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks.</li> <li>• Monitor the use of nonfiction writing (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.)</li> <li>• After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs.</li> <li>• Conduct mini-assessments and utilize results to drive instruction.</li> <li>• Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations of student work during labs</li> <li>• Writing prompts</li> <li>• Benchmark Assessments</li> <li>• Science Fair Projects</li> </ul>

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:	By June 2013, 67% (4) of students in grades 3-5 will score at levels 4,5, and 6 on the 2012-2013 FAA Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	67% (4)

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By June 2013, 10% (10) of students in grade 5 will score a level 4 or 5 as measured by the Science FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5) of students are at level 4 or higher on 2011 FCAT science.	10% (10)of students at level 4 or higher on 2013 the FCAT Science 2.0 Test.

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
	Elementary Science Teachers do not have a depth of Science background knowledge.	• Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space,	PLC Science Teacher Leaders	PLC Meeting Data, Student Data from Formative Assessments	Benchmark Science Assessments, FCAT

1		and Life Sciences. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards. • Use of Science Fusion and all included resources			
2	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:	By June 2013, 67% (4) of students in grades 3-5 will score at or above a level 7 on the 2012-2013 FAA Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2)	67% (3)

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	Collaboration, 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

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
Unpacking the NGSSS standards	5	Instructional Partner	5	Ongoing throughout the year	Classroom walkthroughs	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
Helping teachers incorporate Science across the curricula.	Science Fusion Teacher Stipends	Title I	\$2,500.00
Unpacking the NGSSS to help depend teacher knowledge	Teacher Stipends Substitutes	Title 1	\$1,500.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planning Days and preparation to increase rigor within our curriculum	stipends substitutes	Title I	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$6,500.00

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:	By June 2013, 89% (89) of 4th grade students will score a 4.0 or higher on the FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (81) at 4.0 or higher. .	89% (89) at 4.0 or higher.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to academic oral language	Daily read-alouds in all grades that highlight key vocabulary words.	Classroom Teachers Literacy Coach Literacy Committee Administration	Evidence of read-alouds in lesson plans Classroom Walk-throughs Student Conferencing	Monthly writing prompts Marzano formal and informal observations
2	New expectations for FCAT 2.0 and the Common Core State Standards.	Fourth grade teachers will receive training in the Write From the Beginning writing strategies.  Collaborative planning and scoring will be implemented across the grades.	Classroom Teachers Literacy Coach Literacy Committee Administration	Daily observations of writing instruction. Student Conferencing Lesson plans	Monthly writing prompts. Marzano formal and informal observations
3	Consistent school-wide writing structure.	Ongoing professional development from Write From the Beginning trainers and teachers. Teachers in grades K-3 will have ongoing Professional Development using Write from the Beginning.	Classroom Teachers Literacy Coach Literacy Committee Administration	Daily observations of writing instruction. Student Conferencing Lesson Plans	Monthly writing samples Marzano formal and 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 4 or higher in writing.  Writing Goal #1b:	By June 2013, 71% (5) of students in grades 3-5 will score at levels 4 or higher on the 2012-2013 FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	71% (5)

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' appropriate determination of writing structure	Incorporate read-alouds into lesson design to support guided writing practice.	Administrative Team Literacy Coach ESE Chair Teacher	Classroom observation feedback on elements in DQ1, DQ2, and DQ3,	SLC Framework documentation
2	Students' ability to sequence appropriately	Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially	Administrative Team Literacy Coach ESE Chair Teacher	Classroom observation feedback on elements in DQ1, DQ2, and DQ3	SLC Framework documentation
3	Students' ability to identify main idea and details within a paragraph.	Using sentence strips, students will practice sorting main idea and details into paragraphs.	Administrative Team Literacy Coach ESE Chair Teacher	Classroom observation feedback on elements in DQ1, DQ2, and DQ3	SLC Framework documentation



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	K – 5	Grade Level CCSS Rep.	Classroom Teachers	Ongoing throughout the school year.	Classroom Observation and Feedback	Administrative Team
Write From the Beginning	K - 4	Literacy Coach	New teachers in K - 2	Ongoing throughout the year.	Classroom Observation and Feedback	Administrative Team
Writing Across the Curriculum	K-5	Coaches. Instructional Partners	All Classroom Teachers	Ongoing throughout the year.	Classroom Observation and Feedback Student Response Journals Student Portfolios	Administrative Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fourth Grade "Lucky Lynx" Writing Camp	13 day tutorial session to support FCAT student writing	Title I	\$5,000.00
			Subtotal: \$5,000.00
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
Using thinking maps as the basis for organized and elaborated writing.	Stipend/Substitutes K-4 Teachers 2 Facilitators	Title I	\$6,000.00
Teachers will understand how to deepen student knowledge by writing in response to each curricula area.	Response Journals, Student Portfolios, Rubrics, substitute teachers, teacher stipends	Title I	\$10,000.00
			Subtotal: \$16,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planning days and preparation to increase rigor within our curriculum	Stipends Substitutes	Title I	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$23,500.00

End of Writing Goals

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:	By June 2013, 98% (658) of students K-5 will be in school for 170 days or more.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (631)	98% (658)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
32% (215)	16% (107)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17% (111)	10% (67)

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 are unaware of the instructional impact that unexcused absences/tardies have on a student's educational achievement	To make parents more aware of the need for students to be in and on-time for school.  Parents will receive a notice each time they check out a student early from school in English, Spanish, and creole.	Office Personnel Administration  Office Personnel Administration	Connect Ed messages, periodic monitoring of attendance data and use of social worker to monitor all excessive absences and tardies Monitor attendance weekly	Ongoing data review of attendance
2	Students have limited experiences with positive feedback when they do come to school everyday and on time.	To incorporate school-wide and classroom incentives for coming to school everyday and on time.	Attendance Committee PBS Committee Classroom Teachers Administration	Monitor attendance weekly	Ongoing data review of attendance by Attendance Committee and Administration

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:	To reduce the number of suspensions by 10% for the 2011-2012 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (3)	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (3)	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13% (86)	8% (56)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8% (56)	4% (27)

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	Teacher training needed for identifying and modifying MTSS Tiered Behaviors	To review the MTSS Tiered Approach for teachers in the area of behavior and behavior modification.	Guidance Counselor ESE Department Chair Administration	MTSS Data Meetings Interventions trainings Check in/Check out Procedures FAST Team Intervention	Reduction in students identified as Tier 2 and Tier 3 Behavior.
2	Students not following school-wide expectations and classroom rules of behavior	Early intervention classroom procedures and implementing Second Step Research Based Program Pre-k to grade 5.  Teaching CHAMPS and Positive Behavior Support.  Use check in and check out procedures for students who require a tier 2 and tier 3 intervention.	Administration Guidance Counselor ESE Department Chairperson	Ongoing review of discipline and BIR referrals	Decrease the number of In-school and Out-of-school suspensions
3	Social Skills are deficient amongst our students	Second Step	Administration Instructional Partners	Weekly implementation	Less office discipline referrals

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
PD on PBS	K-5	PBS Core Team	K-5	Ongoing throughout the year	Classroom walkthroughs	Administration PBS Core Team
PD on MTSS	K-5	Instructional Partners Guidance	K-5	Ongoing throughout the year	Classroom Walkthroughs	Administration

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2012, the amount of parents participating in school activities will increase by 5% as evidenced by parent sign-in logs.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
80% (150)	85% (200)				
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	Lack of child care, language barrier, and evening events take away from family time	Provide child care for the duration of the event, provide refreshments, and provide translators based on availability. Parent resource room and Rosetta Stone lab will be available. Parent workshops will be offered throughout the year.	Administration Parent Involvement Contact Parent Involvement Committee	Parent feedback via a survey	Parent Sign-in logs from all parent activities.
2	Parent training on how to help their child at home with academic needs and child rearing strategies	Parent workshops will be offered throughout the year	Parent Involvement/Community Outreach Committee Administration Parent Involvement Contact	Parent feedback via a survey	Parent Sign-in logs from all parent activities.

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
Parent Educator	Salary	Title I	\$27,579.48
			Subtotal: \$27,579.48
			Grand Total: \$27,579.48

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		By June 2013, all instructional staff will increase rigor in the area of math and science as evidenced on FCAT 2.0.			
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	Teachers have limited knowledge of inquiry-based instruction.	Provide professional development on inquiry-based instructional methods.	Instructional Partners Site-based instructional coaches Administration	Completed Projects and Presentations Classroom Walkthroughs	District benchmark assessments and completed projects and presentations

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
Inquiry-Based Instruction	K-5	District Science Specialist	K-5 Classroom Teachers	November 2012-ongoing throughout the year	Classroom walkthroughs	Administration

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)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study	Substitutes	Title I	\$5,000.00
Writing	Fourth Grade "Lucky Lynx" Writing Camp	13 day tutorial session to support FCAT student writing	Title I	\$5,000.00
				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	SLC Literacy Routines	Stipends	Title I	\$2,500.00
Reading	Unpacking Common Core State Standards	Common Core Booklets Teacher Stipends Substitutes	Title 1	\$5,000.00
Mathematics	St. Lucie County Math Routines Training	Go Math Teacher Stipends	Title I	\$2,500.00
Mathematics	Unpacking Common Core State Standards and Practice Standards	Common Core booklets 8 Mathematical Practices Posters Teacher Stipends Substitutes	Title I	\$6,000.00
Science	Helping teachers incorporate Science across the curricula.	Science Fusion Teacher Stipends	Title I	\$2,500.00
Science	Unpacking the NGSSS to help deepen teacher knowledge	Teacher Stipends Substitutes	Title 1	\$1,500.00
Writing	Using thinking maps as the basis for organized and elaborated writing.	Stipend/Substitutes K-4 Teachers 2 Facilitators	Title I	\$6,000.00
Writing	Teachers will understand how to deepen student knowledge by writing in response to each curricula area.	Response Journals, Student Portfolios, Rubrics, substitute teachers, teacher stipends	Title I	\$10,000.00
				Subtotal: \$36,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the quantity of texts on varying complexity levels in the classroom.	Classroom Libraries	Title I	\$10,000.00
Reading	Using the correct text complexity to model lessons.	Common Core Exemplar books	Title I	\$4,000.00
Reading	Chapter books to engage and increase the amount of time students spend reading.	Chapter books	Title 1	\$8,000.00
Reading	Literacy Coach	Salary	Title I	\$58,451.00
Reading	Planning days and preparation to add rigor to our curriculum	Stipends Substitutes	Title I	\$2,500.00
Mathematics	Math Coach	Salary	Title I	\$49,025.00
Mathematics	Planning days and preparation to increase rigor within our curriculum	Stipends Substitutes	Title I	\$2,500.00
Science	Planning Days and preparation to increase rigor within our	stipends substitutes	Title I	\$2,500.00

	curriculum				
Writing	Planning days and preparation to increase rigor within our curriculum	Stipends	Substitutes	Title I	\$2,500.00
Parent Involvement	Parent Educator	Salary		Title I	\$27,579.48
					Subtotal: \$167,055.48
					Grand Total: \$213,055.48

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 9/11/2012)

## 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

St. Lucie Elementary School and School Advisory Council is working jointly to develop the School Improvement Plan for the 2012-2013 school year. This is an collaborative effort between the school, parents, and community to enhance student learning for all stakeholders students, parent, faculty and staff, and community partners. The School Advisory Council will be given periodic updates on student performance to help guide the decision making process on strategies and professional development activities.

# 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 ST. LUCIE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	77%	92%	32%	263	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	66%	64%			130	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?	70% (YES)	63% (YES)			133	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					526	
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 ST. LUCIE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	76%	76%	22%	233	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	55%	75%			130	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?	46% (NO)	80% (YES)			126	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					489	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested