FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WINDMILL POINT ELEMENTARY SCHOOL

District Name: St. Lucie

Principal: Jonetha Maness

SAC Chair: Jeannine Lockart

Superintendent: Michael Lannon

Date of School Board Approval: October 9, 2012

Last Modified on: 10/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jonetha Maness	A.A. in Journalism, B.A. in English, and M.Ed. in Educational Leadership; Certifications in English 6 - 12, Elementary Education K-6, and Educational Leadership K-12	1	6	As Asst. Principal at St. Lucie Elementary School: 2007-2008 C (97% AYP criteria; High Standards Reading 61, Math 60,Writing 83; Learning Gains in Reading 58, Math 66; Lowest quartile in Reading 52, Math 73) 2008-2009 C (82% AYP criteria; High Standards in Reading 54, Math 67, Writing 92; Learning Gains in Reading 53, Math 61; Lowest Quartile Reading 58, Math 71) 2009-2010 C (87% AYP criteria; High Standards in Reading 59, Math 76, Writing 76; Learning Gains in Reading 55, Math 75; Lowest Quartile in Reading 46, Math 80) As principal of Allapattah Flats 2010-2011 A (90% AYP criteria met; High Standards in Reading 69, Math 65%, Writing 87, Learning Gains in Reading 63, Math Gains 69, Lowest Quartile in Reading 68, Lowest Quartile in Math 70) 2011-2012 B (47% of students met high standards in reading, math 47%, writing 75%, and science 32%; 68% of lowest

					quartile had reading learning gains and 72% of lowest quartile had math learning gains; 62% of all students had learning gains in reading and 61% of all students had learning gains in math
Assis Principal	Michelle Herrington	Bachelors degree in Elementary Education and M.Ed. in Educational Leadership K-12; Certifications in Elementary Education K-6, Educational Leadership K-12, and ESOL Endorsement	1	1	N/A

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)
	N/A				

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	Professional Development Needs Assessment will allow teachers to identify areas wherein additional training and/or support is needed	Principal and AP	August 23,2012	
2	Administrators will retain highly qualified teachers through ongoing support,immediate and specific feedback regarding teacher behaviors and strategies, implementation of NEST monthly new teacher group meetings, and participation in district mentor/mentee activities	Principal and AP	Beginning August 20 and ongoing throughout year	
3	Use of FastTrack database to identify, interview, select, and hire highly qualified applicants to fill teaching vacancies.	Principal and AP	as needed to fill vacancies	

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
	Professional Development Needs Assessment to identify areas for curriculum and program training for implementation with fidelity; training in Journeys Reading Program, Go Math, Science Fusion, Common Core State Standards, Response to Intervention,

		Easy CBM and FLKRS screeners, Marzano behaviors and strategies; ensuring that all required curriculum materials are available to teachers

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
59	6.8%(4)	32.2%(19)	44.1%(26)	16.9%(10)	23.7%(14)	0.0%(0)	6.8%(4)	3.4%(2)	71.2%(42)

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
Casey Owens	Adriana Austin	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Mary Trubisky	Melissa Coleman	Both are ESE Teachers	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Kathy Mannarino	Janine Davis	Both are ESE Teachers	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Kathy Mannarino	Laura Leveille	Both are ESE Teachers	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Mandy Farrell	Lacey Litvin	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Kelly McLaughlin	Nikki Rodriguez	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Stacy Miller	Kelita Singleton	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Jennifer Bishop	Sean Caroglanian	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Dorcia Reid	Colleen Gordon	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Dorcia Reid	Allison Weicheck	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Sarah Robinson	Meghan Brown	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom

Erin Cook	Jackie Davis	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Erin Cook	Caryol Hallahan	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom
Carmela Innamorato	Nicole Salzano	Same Grade Level	Monthly mentor/mentee meetings (NEST meetings) Mentee observation in mentor classroom

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Members include:
Jonetha Maness, Principal
Michelle Herrington, Assistant Principal
Mary Trubisky, RtI:B Liaison
Rosa Myles, Guidance Counselor
Kimberly Ryan, School Psychologist
Cathy Mannarino, School-Based ESE Specialist
Gina Renna, District RTI Specialist
Valerie Hall, Behavior Analyst
Lili Krajewski, K-2 Representative
Kim Wagner, 3-5 Representative

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

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment. Activities of the Core PST include:
• Determining school-wide learning and development areas in need of improvement
• Identifying barriers which have or could prohibit school from meeting improvement goals
• Developing action plans to meet school improvement goals (e.g., SIP)
• Identifying resources to implement plans
• Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
• Managing and coordinating efforts between all school teams
• Supporting the problem solving efforts of other school teams

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
Various School Teams
Our school has a variety of teams (Grade levels, SLC's, Departments, Team leaders, Department Chairs, cross-curricular teams, role-alike teams, etc.). Some teams meet weekly while others meet monthly depending on the outlined schedule. All teams work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point

in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to the guidance counselor and school psychologist as members of the PST.

Group PST
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 do not make identification and intervention placement decisions. Decisions such as these are made with PST members.

Individual PST
Individual PST meetings occur upon a student being identified as needing Tier 2 or more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Media specialist - Scott, Cathy (Chairperson)
Principal - Maness, Jonetha
Assistant Principal - Herrington, Michelle
K - Krajewski, Lili
1 - Gordon, Colleen
2 - Davis, Jacqueline
3 - Miller, Shannon
4 - Rodriguez, Nikki
5 - Bishop, Jennifer

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

The Literacy Leadership Team meets on a monthly basis. There is a recorder to capture the minutes of the meeting. These minutes are then submitted to the principal and team members who share information with their respective teams during weekly team meetings. The team provides collaborative leadership to promote a school-wide culture of reading through identifying literacy-based events and parent involvement opportunties. As well, the team discusses data, sets goals to align with school improvement reading goals, monitors the progress of these goals, and works to strengthen the quality of reading instruction in classrooms, with particular focus on improving comprehension for nonfiction reading, increasing fluency, building stamina, and increasing text complexity.

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

Major initiatives of the LLT this year will be to continue implementation of the Common Core State Standard literacy skills into content areas, identify ways to increase student accountability for independent reading through 100 Book Challenge, and increase increase nonfiction reading and writing across the content areas.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

[ ]

*High Schools Only

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

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

[ ]

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

[ ]

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

[ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2012 FCAT 2.0 Reading Test, 63% (273) of students scored at Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 Reading Test, 63% (273) of students scored at Level 3 proficiency.	By June 2013, 68% (294) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading 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
1	*Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 5	District Professional Development Team; Administrators; Teachers	1. Administrator observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	*SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team; Administration; Teachers	1.Administration observation of effective implementation with feedback. 2.Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). 3.Administrative/Teacher conferencing	1.SLC Framework 2.Administrative Classroom Walkthroughs
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	1.Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine depth of understanding. 2.Instructional and peer coaching	District Professional Development Team; Administration; Teachers	1. Administration observation of effective implementation with feedback. 2. Individual and Collaborative review of student work.	Student Response from teacher made performance task items based on the performance scale
4	Lack of academic vocabulary	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame	District Professional Development Team; Administration; Teachers	1. Administrators and teachers will review common assessment data and adjust instruction as needed. *The MTSS/RtI team will review school-wide and grade level data and make recommendations based on needs assessment	1.Common teacher generated assessments. 2. Easy CBM Benchmark Assessments 3. Teacher assessment identifying learning scale achievement of targeted goal –

		instructional delivery			Level 3. 4.Results from the 2013 FCAT assessment. 5. Journeys unit assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June of 2013, 39% (174) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
34% (153) of the students in grades 3-5 are proficient at level 4 or 5 above on the FCAT 2.0 Reading Test	By June of 2013, 39% (174) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</td><td>Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity</td><td>District Professional Development Team; Administrators; Teachers</td><td>1. Administration observation of effective implementation with feedback.

2. Teacher lesson design reflective of Common Core understanding.</td><td>1.SLC Framework

2.Administrative Classroom Walkthroughs</td></tr>
<tr><td>2</td><td>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</td><td>Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading</td><td>District Professional Development Team; Administrators; Teachers</td><td>1. Administration observation of effective implementation with feedback.

2.Teacher lesson design reflecting of St. Lucie County Framework.</td><td>1.SLC Framework

2.Administrative Classroom Walkthroughs</td></tr>
</table>

				3.Administrative/Teacher conferencing	
3	The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 2.Instructional and peer coaching	District Professional Development Team; Administrators; Teachers	1.Administration observation of effective implementation with feedback. 2.Individual and Collaborative review of student work	Student Responses from teacher made performance task items
4	The area of deficiency is teacher understanding of extended thinking practices	1. Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources derived from informational text. 2. Journeys core advanced materials will be used to support enrichment instruction. 3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery of enrichment instruction	District Professional Development Team; Administrators; Teachers	Administrators and teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data and make recommendations based on needs assessment.	1. Common Weekly teacher generated assessments. 2.Easy CBM Benchmark Assessments 3. Teacher assessment identifying learning scale achievement of targeted goal – Level 3. 4. Results from the 2013 FCAT assessment. 5.Journeys unit assessments. 6. Teacher assessment identifying learning scale achievement of above target goal– Level 4.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 2013,66% (197) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Te
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (182) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Reading Test	By June of 2013,66% (197) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Te

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team; Administrators; Teachers	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding	*SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team; Administrators; Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3.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	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 2. Instructional and peer coaching.	District Professional Development Team; Administrators; Teacher	1. Administration observation of effective implementation with feedback. 2. Individual and Collaborative review of student work.	*Student Responses from teacher made performance task items.
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery	District Professional Development Team; Administrators; Teacher	1. Administrators and teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	* Common teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	

Reading Goal #3b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 2012 60%(179) students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (164) students in grades 3-5 in the lowest 25% made learning gains on FCAT 2.0 Reading.	By June 2012 60%(179) students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 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	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	District Professional Development Team; Administrators; Teachers	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	*SLC Framework *Administrative Classroom Walkthroughs
2	2A 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; Administrators; Teachers	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3.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	1. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 2. Instructional and peer coaching.	District Professional Development Team; Administrators; Teachers	1.Administration observation of effective implementation with feedback. 2. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	The students come to school with limited background knowledge.	Teachers will utilize Journeys toolkit to support background knowledge deficits.	District Professional Development Team; Administrators; Teachers	1.Administration observation of effective implementation with feedback. 2.Teacher observation through of cooperative group discussions.	1. Teacher assessment identifying learning scale achievement of targeted goal – Level 3. 2. Results from the 2013 FCAT assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	By June 2013, 67% of students will be proficient in Reading increasing from the previous year by 4%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	71	74	78	

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	District Professional Development Team; Administration; Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	*SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	District Professional Development Team; Administration; Teacher	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3.Administrator/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.	1.Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to	District Professional Development Team; Administration; Teacher	1.Administration observation of effective implementation with feedback.	Student Responses from teacher made performance task items

			determine their depth of understanding. 2.Instructional and peer coaching		2.Individual and Collaborative review of student work.	
4	Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 2: Reading Application	1. Students will be provided practice in making inferences and drawing conclusions within and across texts to support assessment deficiencies. 2.Journeys core will provide opportunities to make text-to-self connections combined with evidence from the text to draw conclusions and make inferences.	District Professional Development Team; Administration; Teacher	1.Administration observation of effective implementation with feedback. 2.Student think alouds will provide evidence to support their ability to make inferences and draw conclusions.	1.Journeys unit assessments 2. Common Weekly teacher generated assessments. 3. Easy CBM Benchmark Assessments 4. Teacher assessment identifying learning scale achievement of targeted goal – Level 3. 5. Results from the 2013 FCAT assessment	

Based on the analysis of student 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	District Professional Development Team; Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	*SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading	District Professional Development Team; Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of the St. Lucie County Framework. 3.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	1.Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 2.Instructional and peer coaching	District Professional Development Team; Administration; Teachers	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. .

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	* Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 1: VOCABULARY	1. Teachers will utilize Journeys leveled readers for ELL students and implement Journeys suggested lessons to support vocabulary deficiencies. 2. St. Lucie County literacy routines word work will support instructional vocabulary focus.	District Professional Development Team; Administration; Teacher	Students' academic language will increase understanding of vocabulary and through authentic writing tasks and oral expression	*Weekly common grade level assessment tests. *Teacher observation *Easy CBM *FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	District Professional Development Team; Administration	1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding	*SLC Framework *Administrative Classroom Walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. 2.St. Lucie County literacy routines will be implemented to support	District Professional Development Team; Administration	1.Administration observation of effective implementation with feedback. 2.Teacher lesson design reflecting of St. Lucie County Framework. 3.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	1.Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. 2.Instructional and peer coaching	District Professional Development Team; Teacher; Aministration	1.Administration observation of effective implementation with feedback. 2.Individual and Collaborative review of student work	Student Responses from teacher made performance task items based on the performance scale.
4	Teacher deficiencies in preparedness to work with students with disabilities.	1.Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories. 2.St. Lucie County literacy routines will be implemented to support student disabilities	District Professional Development Team; Teacher; Aministration	Administration observation of effective implementation with feedback.	1. Weekly common grade level assessment tests. 2. Easy CBM progress monitoring 3. Journeys unit assessments 4. FCAT 2.0

		continued professional development			

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity</td>
<td>Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</td>
<td>District Professional Development Team; Administration</td>
<td>1. Administration observation of effective implementation with feedback.

2. Teacher lesson design reflective of Common Core understanding</td>
<td>*SLC Framework
*Administrative Classroom Walkthroughs</td>
</tr>
<tr>
<td>2</td>
<td>A broad range of knowledge and abilities to implement research based practices of the St. Lucie County framework exist among instructional staff</td>
<td>Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-readin</td>
<td>District Professional Development Team; Administration</td>
<td>1.Administration observation of effective implementation with feedback.

2.Teacher lesson design reflective of the St. Lucie County Framework.

3.Administrative/Teacher conferencing.</td>
<td>*SLC Framework
*Administrative Classroom Walkthroughs</td>
</tr>
<tr>
<td>3</td>
<td>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice</td>
<td>1.Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.

2.Instructional and peer coaching</td>
<td>District Professional Development Team; Teacher; Administration</td>
<td>1.Administration observation of effective implementation with feedback.

2.Individual and Collaborative review of student work</td>
<td>Student Responses from teacher made

performance task items based on the

performance scale</td>
</tr>
<tr>
<td>4</td>
<td>The area of deficiency as noted on the 2012 administration of the FCAT2.0 reading test was REPORTING CATEGORY 2: Reading Application</td>
<td>1. Teachers will utilize Journeys in conjunction with Thinking Maps to increase understanding of text structure.
2. The students will participate in literacy routines each day to deepen knowledge and provide practice with identifying components of literary analysis.</td>
<td>District Professional Development Team; Teacher; Administration</td>
<td>1.Student created Thinking Maps will serve as a discussion processing tool.

2.Summaries will be written based on evidence from text.</td>
<td>1.Weekly common grade level assessment tests.
2.Easy CBM progress monitoring
3.Journeys unit assessments
4.FCAT 2.0</td>
</tr>
</table>

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 Framework for Quality Instruction (Framework)	PreK - 5	Teacher Leader/Administrators	School-wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	K-5	Teacher Leader/Administrators	School-wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Journeys Reading Program	K-5	District Professional Developers/Grade Chairs	School-wide	September and ongoing throughout year	Classroom Observations Lesson Plans	Administration

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, 55.6% (50) of ELL students were proficient in Oral Skills. By June 2013, 60% (55) of ELL students will score proficient in Oral Skills as measured by CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

Based on the 2012 CELLA data, 55.6% (50) 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.	Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences.	Administration/Team or Grade Level Leader; Teachers; ESOL paraprofessionals	Teachers provide on-going formative assessment in both speaking and listening	CELLA
2	Lack of background knowledge for ELL students	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/Team or Grade Level Leader; Teachers; ESOL paraprofessionals	Classroom Observations utilizing the SLC Instructional Format	CELLA
3	Lack of communication skills	Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	Administration/Team or Grade Level Leader; Teachers; ESOL paraprofessionals	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:	Based on the 2012 CELLA data, 25.6% (23)of ELL students were proficient in Reading.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA data, 25.6% (23)of ELL students were proficient in Reading. By June 2013, 30% (27) of ELL students will score proficient in Reading as measured by CELLA.

	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; vocabulary with context clues	Administration and Classroom Teacher	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	Reading aloud to students helps them develop and improve literacy skills.	Administration and Classroom Teacher	Timed Student Reading	CELLA

teacher or peer academic talk				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students 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
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 36% (156) of students in grades 3-5 will score at level 3 on the FCAT 2.0 math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (133) of the students in grades 3-5 were proficient at level 3 on the FCAT 2.0 Mathematics assessment.	By June 2013, 36% (156) of students in grades 3-5 will score at level 3 on the FCAT 2.0 math 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
1	*Common Core standards of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.	*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	* District professional development team * 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	*Teachers possess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * 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 mathematical thinking, reasoning, 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 * 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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, 34% (147) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (125) of the students in grades 3-5 are above proficiency at Level 4 or 5 on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 34% (147) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>*Common Core standards for Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.</td><td>*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</td><td>* District professional development team
* Administration
Teacher</td><td> Administration observation of effective implementation with feedback
* Teacher lesson design reflecting Common Core understanding.</td><td>* St. Lucie County framework
* Administrative classroom walkthroughs</td></tr>
<tr><td>2</td><td>*Teachers posess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.</td><td>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</td><td>* District professional development team
* Administration
* Teacher</td><td>* Administration observation of effective implementation with feedback
* Teacher lesson design reflecting application of St. Lucie County framework
* Administrative/teacher conferencing</td><td>* St. Lucie County framework
* Administrative classroom walkthroughs</td></tr>
<tr><td>3</td><td>*The daily expectation of student written responses to demonstrate mathematical thinking, reasoning, and reflection will be a new practice.</td><td>* 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</td><td>* District professional development team
* Teachers
* Administration</td><td>* Administration observation of effective implementation with feedback
* Individual and collaborative review of student work</td><td>* Student responses from teacher-made performance task items</td></tr>
</table>

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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 62% (175) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (147) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 62% (175) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Common Core Mathematical Practice standards present new learning for instructional staff to gain a full understanding of each of the 8 practices.	*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	*District Professional Development Team *Administrators	* Administration observation of effective implementation with feedback *Teacher lesson design reflective of Common Core understanding.	*St. Lucie County Framework
2	*Our teachers posess a broad range of knowledge and abilities to implement the research-based practices of the St. Lucie County framework.	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * Administrators *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
3	*The daily expectation of student written responses to demonstrate mathematical thinking, reasoning, 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.	* District professional development team * Teachers * Administrators	* Administration observation of effective implementation with feedback * Individual and collaborative review of student work	* Student responses from teacher-made performance task items
4	*Teachers lack of use of manipulatives to demonstrate new concepts concretely.	* GoMath! Grab-N-Go materials * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Provide opportunities for students to verify the reasonableness of	* Teachers * Administration	* Administration observation of effective implementation with feedback	* Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment

		number operation results, including in problem situations			* 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 43% (122) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (93) students in grades 3-5 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 43% (122) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>*Common Core standards of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.</td><td>*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</td><td>* District professional development team * Administration</td><td>* Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.</td><td>* St. Lucie County framework</td></tr>
<tr><td>2</td><td>*Teachers posess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.</td><td>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</td><td>* District professional development team

* Administration</td><td>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting</td><td>* St. Lucie County framework</td></tr>
</table>

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				application of St. Lucie County framework * Administrative/teacher conferencing	
3	*Students lack the foundation of number sense.	* GoMath! RtI Support * Think Central Strategic Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	* Teachers * Administration	* Administration observation of effective implementation with feedback	* Administrative classroom walkthroughs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : By June 2013, 67% of students will be proficient in Math increasing from the previous year by 6%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	67%	71%	74%	77%	

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.	*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	* District professional development team * 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	*Teachers possess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * 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
	*The daily expectation of student written responses to demonstrate	* Instructional staff members will be provided professional development on designing reflective	* District professional development team * Administration	* Administration observation of effective implementation with feedback	* Student responses from teacher-made performance task

| 3 | mathematical thinking, reasoning, and reflection will be a new practice. | questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching | *Teacher | * Individual and collaborative review of student work | 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>*Common Core standards of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.</td><td>*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</td><td>* District professional development team * Administration *Teacher</td><td>* Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.</td><td>* St. Lucie County framework * Administrative classroom walkthroughs</td></tr>
<tr><td>2</td><td>*Teachers possess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.</td><td>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</td><td>* District professional development team * Administration *Teacher</td><td>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</td><td>* St. Lucie County framework * Administrative classroom walkthroughs</td></tr>
<tr><td>3</td><td>*The daily expectation of student written responses to demonstrate mathematical thinking, reasoning, and reflection will be a new practice.</td><td>* 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</td><td>* District professional development team * Administration *Teacher</td><td>* Administration observation of effective implementation with feedback * Individual and collaborative review of student work</td><td>* Student responses from teacher-made performance task items</td></tr>
</table>

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Common Core standards of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.	*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	* District professional development team * 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	*Teachers possess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * 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 mathematical thinking, reasoning, 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 * 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 of Mathematical Practice present new learning for instructional staff to gain a full understanding of each of the 8 practices.	*Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	* District professional development team * Administration *Teacher	* District professional development team * Administration *Teacher * Administration *Teacher	* St. Lucie County framework * Administrative classroom walkthroughs
2	*Teachers possess a broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework.	*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	* District professional development team * 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 mathematical thinking, reasoning, 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 * Administration *Teacher	* 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
PD on Common Core Standards of Mathematical Practice	K-5	District Professional DevelopmentTeam	Grade level teams	August 2012	Classroom observations with feedback Monitoring the progress of Benchmark testing and EasyCBM	Administration RtI Core Team
PD on Common Core Standards	K-2	District Professional Development Team	Grade level teams	Ongoing	Lesson plans that reflect Common Core State Standards	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June of 2013, 40% (61) of students in grade 5 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(54) students achieved a Level 3 in science on the 2011-2012 FCAT assessment.	By June of 2013, 40% (61) of students in grade 5 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.

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	*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, and Life Sciences.	*Teachers *Administrators	PLC Meeting Data, Student Data from Formative Assessments	Benchmark Science Assessments, FCAT
2	*Students need to master informational reading and nonfiction writing.	*Infuse Science into the Literacy Block and ensure students are writing in science.	*Teachers	*Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	*Writing Samples, FCAT Writing, Formative/Summative Assessments
3	*Teachers have not had adequate training on using the Science Fusion Core curriculum.	*Provide professional development for teachers in using the Science Fusion resources.	*District Professional Development Team	*Classroom Observations with feedback	*Benchmark Science Assessments FCAT

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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 of 2013, 17% (26) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(18) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.	By June of 2013, 17% (26) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*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, 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	*Teachers *Administrators	*PLC Meeting Data, Student Data from Formative Assessments	*Benchmark Science Assessments, FCAT
2	*Students need to master informational reading and nonfiction writing.	*Infuse Science into the Literacy Block and ensure students are writing in science content.	*Teachers	*Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	Writing Samples, FCAT Writing, Formative/Summative Assessments
3	*Teachers have not had adequate training on using the Science Fusion Core curriculum.	*Provide teachers professional development on how to use the Science Fusion resources.	*District Professional Development Staff	*Classroom observations with feedback	*Benchmark Assessments FCAT

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:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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 using Science Fusion	K-5	District PD Staff	Grade Level Teams	Professional DevelopmentDays	Classroom Observations with Feedback	Administrators RtI Core Team

Science Budget:

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

End of Science Goals

Writing Goals

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, 92% (129) of the students will score proficient as measured by FCAT 2.0 Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 89% (125) of the students scored 3.0 or higher as measured by FCAT 2.0 Writing.	By June 2013, 92% (129) of the students will score proficient as measured by FCAT 2.0 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	Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5	Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	CCSS Site-based Grade Level Representative Team Member and Assistant Principal	Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	SLC Framework documentation
2	Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary	Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	Administrative Team	Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	SLC Framework documentation
3	Appropriate implementation according to the research supporting Write From the Beginning	Provide professional development for teachers not trained in Write From the Beginning and monitoring program implementation	Administrative Team and District Professional Developers	Classroom observation and teacher data study group sessions	Students' responses on monthly writing prompts SLC Framework documentation

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning	K-5 Language Arts	District-identified Write from the Beginning trainers	School-wide for teachers not previously trained	Professional Development Day or date as identified on ERO calendar	Classroom Observations and teacher data study group sessions	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Training for teachers to implement Write From the Beginning program	Write From The Beginning teacher resource binders	Title 2 grant and instructional materials budget	$3,000.00
			Subtotal: $3,000.00
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
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: $3,000.00

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:	Our goal for this year is to increase attendance to 96% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated by June 2013. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5% by June 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

The 2012 average daily rate of attendance is 95.75.	The 2013 expected attendance rate is 96.5 percent.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 19% (177) of students had excused or unexcused excessive absences of 10 or more days.	The expected number of students with excessive absences in 2013 will be reduced by 4% with no more than 136 students being absent for 10 or more days.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12% (112) of students had excessive tardies of 10 or more in 2012.	The expected number of students with 10 or more tardies in 2013 will be reduced by 4% to reflect no more than 73 students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student illnesses	Provide parents with information for the KidCare program, Florida's state insurance program for children.	Administrators	Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	Attendance rosters
2	Parents not sending students to school on early dismissal days	Ensure that lesson planning on early dismissal days reflects meaningful, engaging tasks based on established learning goals	Administrators; Teachers	1. Administrators will review lesson plans.

2. Administrators will conduct classroom observations. | Attendance rosters |

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
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/nurse	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/Health Aide, and wellness council
Truancy Prevention	K12	Student Services/ District staff	All counselors and attendance staff	September 26, 2012	A truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor this implementation of the program.	Assistant Principal and Counselor

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:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In the 2011-2012 school year there were no (0) In-School Suspensions.	Our goal for the 2012-2013 school year is to have no (0) In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In the 2011-2012 school year there were no students (0) receiving In-School Suspensions.	Our goal for the 2012-2013 school year is to have no (0) students receiving In-School Suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In the 2011-2012 school year there were 34 Out-of-School Suspensions issued.	Our goal for the 2012-2013 school year is to decrease the total number of Out-of-School Suspensions by 10% (30).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In the 2011-2012 school year there were 18 students (2%) receiving Out-of-School Suspensions.	Our goal for the 2012-2013 school year is to decrease the number of students receiving Out-of-School Suspensions by 10% to 16 (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	The total number of out-of-school suspensions increased from 25 incidents during the 2010-11 school year to 34 in the 2011-12 school year, an increase of 9 incidents. The total number of students suspended out-of-school increased from 11 students during the 2010-11 school year to 18 students in the 2011-12 school year, an increase of 7 students being suspended out of school. There are many new students to Windmill Point who need to be taught our school wide expectations and the PBS program.	Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.	Administrative team and RtI-B Core team and MTSS/RTI Core team	Monitor behavior incident report and referral data monthly	Monthly BIR/Skyward data reports.
2		Train additional staff on the available tiered behavioral interventions such as LEAPS, Second Step, and BEP.	Administrative team and RtI-B team and MTSS/RTI Core team	Monitor intervention progress for individual students	Monthly BIR/Skyward data reports

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	Pre-K - 5	RtI-B Core Team/Administrators	All faculty, staff, students, and bus drivers	Twice a year	Monitoring BIR and Skyward referral reports	RtI-B Core team and Administrators
PD on Tiered Interventions (LEAPS, Second Step, BEP)	Pre-K - 5	District Personnel	Identified teachers and staff, administrators	August & September 2012	Monitoring Intervention Progress for individual students	RtI-B Core team and Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS incentives for students	Various PBS store catalog items and materials for school-wide incentives	fundraiser	$400.00
			Subtotal: $400.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Grand Total: $400.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to increase partnerships with community members, local businesses, and school based volunteers.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011-2012 school year, our volunteers logged 1,600 hours of volunteer service.	Our expected level of performance for the 2013 school year is to increase the percentage of volunteer service hours by 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	Lack of family involvement	Recruit families, businesses and community members through our PTO, SAC, and through direct contact with businesses as well as offering activities for parent involvement at flexible times	Administrators; volunteer coordinator	Parent feedback forms and surveys	Volunteer logs and parent sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	On the 2012 FCAT 2.0 Science test, 48% (73) of students scored at a proficiency level of 3 or higher. Our goals is to engage and challenge students in STEM inquiry-based learning in science content area
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 lack of background and limited knowledge of science concepts	Provide students exposure to real-world STEM applications through field trips, presentations, guest speakers, and virtual experiences.	Teachers; Administrators	lesson planning; classroom observation; student performance	quarterly science benchmark assessment; common grade level assessments
	Not all teachers have	Provide teacher	Administrators;	lesson planning;	SLC framework

2	received training in the implementation of the Science Fusion program	professional development and ensure that teachers have all required resources for Science Fusion	District Professional Developers	classroom observation with feedback	
3	Limited opportunities for students to participate in inquiry-based learning	Students conduct scientific investigations and present findings through participation in science fairs.	Teachers; Administrators; School Site Science Contact	lesson planning; science projects; classroom observations	SLC framework

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of STEM Goal(s)

Additional Goal(s)

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
Writing	Training for teachers to implement Write From the Beginning program	Write From The Beginning teacher resource binders	Title 2 grant and instructional materials budget	$3,000.00
Suspension	PBS incentives for students	Various PBS store catalog items and materials for school-wide incentives	fundraiser	$400.00
				Subtotal: $3,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension				$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension				$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension				$0.00
				Subtotal: $0.00
				Grand Total: $3,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ 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

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

Review implementation of the Common Core State Standards and curriculum programs in reading, math, science, and writing

AYP DATA

SCHOOL GRADE DATA

No Data Found

St. Lucie School District
WINDMILL POINT ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	74%	81%	43%	276	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	71%	51%			122	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?	73% (YES)	44% (NO)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

St. Lucie School District
WINDMILL POINT ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	91%	56%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	61%			131	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?	56% (YES)	67% (YES)			123	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested