

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Weatherbee Elementary	District Name: St. Lucie County
Principal: Michael Hitsman	Superintendent: Michael Lannon
SAC Chair: Co-Chairs- Heather Moorehead and Teresa Longar	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																																																																																																																		
Principal	Michael Hitsman	Bachelor of Science Agricultural Education Master's Degree in Educational Leadership Specialist Degree in Educational Leadership	7 years	21 years	<table border="1"> <thead> <tr> <th>Year</th> <th>School Grade</th> <th>AYP</th> <th>%Prof Reading</th> <th>%Prof Math</th> <th>%Prof Writing</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>WBE C</td> <td>N/A</td> <td>48</td> <td>52</td> <td>82</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>79</td> <td></td> <td>55</td> <td>72</td> <td>61</td> </tr> <tr> <td>2010-11</td> <td>WBE B</td> <td>79</td> <td>59</td> <td>75</td> <td>93</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>59</td> <td></td> <td>62</td> <td>55</td> <td>55</td> </tr> <tr> <td>2009-10</td> <td>WBE A</td> <td>100</td> <td>63</td> <td>71</td> <td>90</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>67</td> <td></td> <td>82</td> <td>65</td> <td>71</td> </tr> <tr> <td>2008-09</td> <td>WBE C</td> <td>69</td> <td>57</td> <td>56</td> <td>88</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>61</td> <td></td> <td>68</td> <td>58</td> <td>57</td> </tr> <tr> <td>2007-08</td> <td>WBE B</td> <td>95</td> <td>55</td> <td>49</td> <td>84</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>58</td> <td></td> <td>88</td> <td>65</td> <td>75</td> </tr> <tr> <td>2006-07</td> <td>WBE F</td> <td>67</td> <td>57</td> <td>44</td> <td>48</td> </tr> <tr> <td></td> <td>Lowest 25%(R)</td> <td></td> <td>Lowest 25%(M)</td> <td>%LG (R)</td> <td>%LG(M)</td> </tr> <tr> <td></td> <td>53</td> <td></td> <td>46</td> <td>60</td> <td>47</td> </tr> </tbody> </table>	Year	School Grade	AYP	%Prof Reading	%Prof Math	%Prof Writing	2011-12	WBE C	N/A	48	52	82		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		79		55	72	61	2010-11	WBE B	79	59	75	93		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		59		62	55	55	2009-10	WBE A	100	63	71	90		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		67		82	65	71	2008-09	WBE C	69	57	56	88		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		61		68	58	57	2007-08	WBE B	95	55	49	84		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		58		88	65	75	2006-07	WBE F	67	57	44	48		Lowest 25%(R)		Lowest 25%(M)	%LG (R)	%LG(M)		53		46	60	47
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Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Literacy Coach	Terrie Norris	Bachelor of Science Elementary Ed. K-6/ Developmental and Behavioral Problems in Children ESE Certification K-12 ESOL Endorsement K-12 Master's Degree Reading	3 years	2 months	Year School Grade AYP %Prof Reading %Prof Math %Prof Writing 2011-12 WBE C N/A 48 52 82 Lowest 25%(R) Lowest 25%(M) %LG (R) %LG(M) 79 55 72 61
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Math Coach	Teresa Longar	Bachelor of Science Elementary Ed. 1-6/ Specific Learning Disabilities K-12 Gifted Endorsed K-12 ESOL Certification K-12 Master's Degree Educational Leadership K-12	3 years	3 years	Year School Grade AYP %Prof Reading %Prof Math %Prof Writing 2011-12 WBE C N/A 48 52 82 Lowest 25%(R) Lowest 25%(M) %LG (R) %LG(M) 79 55 72 61
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview process by administration. Secure quality staff with a similar philosophy.	Principal	On- Going	
2. New teachers attend district orientation	District/School	Beginning of the school year	
3. School wide new teacher school orientation	Principal	August 13, 2012	

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4. Monthly schedule meetings for new teachers	Principal/Assistant Principal	Monthly	
5. Mentor/Team appointed to each new teacher	Assistant Principal	New Teacher Induction, on-going "SHINE"	
6. Quality instructional training with follow-up	Administration/Literacy Coach / Math Coach	On-going	
7. Frequent observations, classroom walk-throughs and feedback	Administration/Literacy Coach / Math Coach	On-going	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	6 = 13%	13 = 30%	7=16%	17=40%	16=37%	1=2%	4=.09%	33=77%

Teacher Mentoring Program

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Aliana Perviss	Cathy Harper	<ul style="list-style-type: none"> •Grade Chair/Grade Level Team Member •Aliana Perviss is a new teacher working in a Kindergarten class. Cathy Harper is the Kindergarten Grade Chair and has vast experience (as a teacher and the kindergarten Grade Chair) working with Kindergarten students. 	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
Michelle Bacon	Erinn Anderson	<ul style="list-style-type: none"> •Grade Level Team Member •Michelle Bacon is a new teacher working in a First Grade class. Erinn Anderson is a First Grade teacher and has First Grade experience as a teacher working with First students. 	See above
Denise Kerseteci	Melanie Macpherson	<ul style="list-style-type: none"> •Grade Level Team Member •Denise Kerseteci is a new teacher working in a Third Grade class. Melanie Macpherson is a Third Grade teacher and has Third Grade experience as a teacher working with Third Grade students. 	See above

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Lindsey Coble	Michelle Baker	<ul style="list-style-type: none"> •Grade Chair Grade Level Team Member •Lindsey Coble is a new teacher working in a Third Grade class. Michelle Baker is the Third Grade Chair and has vast experience (as a teacher and the Third Grade Chair) working with Third Grade students. 	See above
Jennifer Lehmann	Laura Fry	<ul style="list-style-type: none"> •Grade Level Team Member •Jennifer Lehmann is a new teacher working in a Fourth Grade class. Laura Fry is a Fourth Grade teacher and has vast experience as a teacher working with Fourth Grade students. 	See above
Bryan Lee	Roberta Weil	<ul style="list-style-type: none"> •ESE Teacher and Team Member •Bryan Lee a new teacher working in a E.S.E. class. Roberta Weil is the E.S.E. Teacher and has vast experience as an E.S.E. teacher working with E.S.E. students. 	See above
Sarah Henderson	Cindy Winterkamp	<ul style="list-style-type: none"> •Grade Chair •Sarah Henderson is a new teacher working in a First Grade class. Cindy Winterkamp is the First Grade Chair and has vast experience (as a teacher and the First Grade Chair) working with First Grade students. 	See above

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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<p>Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students' needs are met.</p>
<p>Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention Programs.</p>
<p>Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.</p>
<p>Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>
<p>Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers. SAI funds will be used to expand the summer program to all level 2 students.</p>
<p>Violence Prevention Programs The school offers a non-violence and anti-drug program to students which incorporates field trips, community service, drug tests and counseling</p>
<p>Nutrition Programs Fruit and Vegetable Grant Weatherbee Elementary was awarded a Fresh Fruit and Vegetable Grant for the 2011-2012 and again for 2012-2013 school year. The grant sets aside funds for fresh fruits and vegetables to be served to students five times a week Monday- Friday. Information is shared by the district describing the nutritional value of the item and a variety of methods for preparation. In addition, lesson plans are also made available to the teachers for classroom instruction.</p>
<p>Housing Programs N/A</p>
<p>Head Start N/A</p>
<p>Adult Education Weatherbee houses a Rosetta Stone Lab which hosts ESOL parents twice a week for 2.5 hours per evening throughout the year.</p>
<p>Career and Technical Education N/A</p>
<p>Job Training N/A</p>
<p>Other</p>

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

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Identify the school-based MTSS Leadership Team.

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

Suggested Members include:

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

- Title I funded positions

School-Based MTSS Team

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Identify the school-based MTSS Leadership Team.

Principal - Michael Hitsman

Data Person – Jennifer Avellino

MTSS:B Team Liaison – Peggy Sewell Kirby

Guidance Counselor – Nitza Roman

Literacy Coach – Terrie Norris

Math Coach – Teresa Longar

School Psychologist - Lurana Hillard

ESE Grade Chair – Belinda McNeal

Speech Pathologist – Jacqueline Kaylor

Fifth Grade Teacher - Caroline Redding

Kindergarten Teacher - Catherine Harper

District MTSS Specialist-Gina Rena

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

The school-based MTSS Team will review data both aggregated and disaggregated by subgroups to assist in setting of objectives, the action plan strategies, resources and evaluation tools.

Grade level groups will review their data. Data will identify those students (by subgroup) for whom the core curriculum is not effective. An analysis of the data will generate hypotheses utilizing a problem solving method. Interventions will be implemented to address each student's specific needs. Progress monitoring will follow.

The MTSS problem solving team will meet to review data supported through progress monitoring. Some of the team members will change based on whether the data reflects concerns about behavior and/or reading or math.

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets.

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.

The team will collaborate with the Building Level Planning Team (BLPT), SAC, MTSS-B, Math Committee, and School Literacy Team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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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?

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, and ensures implementation of the intervention and support.

Literacy Coach: Facilitates the data meeting in reference to reading and provides curriculum support strategies in meeting the needs of struggling readers.

Math Coach: Facilitates the data meetings in reference to math and provides curriculum support strategies in meeting the needs of those performing below expectations in the area of math.

Assistant Principal (Data Coach): Provides data to monitor instruction and develops plans and strategies to assist identified students.

Speech Pathologist: Will contribute assessment data on receptive and expressive language skills.

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

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

Activities of the Core PST include:

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

<u>MTSS Core PST Chair</u>	<ul style="list-style-type: none"> ● 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 <i>data driven "problem-solving"</i> model. ● Keeps conversation on task and focused
<u>Data Keeper</u>	<ul style="list-style-type: none"> ● 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
<u>Time Keeper</u>	<ul style="list-style-type: none"> ● Provides periodic updates to team member regarding the amount of time left to complete a given task
<u>Recorder</u>	<ul style="list-style-type: none"> ● 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

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

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Group PST

Elementary

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

Individual PST

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

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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
 - Behavioral
 - 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.

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Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.
2. District MTSS Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures and protocol.
3. Marzano's System of Evaluation
4. Professional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not limited to, the following:
 - Positive Behavior Support (PBS)
 - CHAMPs
 - Literacy Routines/Framework
 - Journey's
 - Math Routines/Framework
 - Behavior Framework
 - Easy CBM
 - Performance Matters
 - RTI Database
 - USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
 - Progress Monitoring and Graphing
 - Harcourt Houghton Mifflin – Science Fusion
 - Kids at Hope
 - L.E.A.P.s
 - Writing Across the Curriculum
 - Common Core
 - Text Complexity
 - Write From the Beginning (K-4)

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Describe 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.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team		
Identify the school-based Literacy Leadership Team (LLT).		
•Michael Hitsman - Principal	Pam Ferentzy – Media Clerk	Cindy Winterkamp- First Grade Teacher
Terrie Norris- Literacy Coach	Laura Fry – Fourth Grade Teacher	Jacqueline Kaylor – Speech Teacher
Caroline Redding – Fifth Grade Teacher	Joan Barnett – Kindergarten Teacher	
Erin Monaghan – Reading Teacher	Rebecca Perez – First Grade Teacher	
Lindsay Coble– Third Grade Teacher	Joan Goldson – Second Grade Teacher	
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).		
•The team will meet on a monthly basis as a minimum. The facilitator will provide an agenda throughout the year by seeking input from the faculty and staff prior to the scheduled monthly meetings. She will also place on the agenda any district required initiatives.		
What will be the major initiatives of the LLT this year?		
• The Literacy Leadership team will be focusing on several major initiatives that include the continuation of implementation of the St. Lucie County Literacy routines, implementation of the HMH Journeys reading basal series, and the implementation of the K-4 <u>Write From the Beginning</u> school-wide writing program. We will continue to refine our a school based program aligned to the district Literacy Routine that addresses sight words, vocabulary, and fluency.		

Public School Choice

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- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

- **Elementary Title I Schools Only: Pre-School Transition**

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

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

X *Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

X *Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

X *Attach a copy of the SES Notification to Parents*

- **Elementary Title I Schools Only: Pre-School Transition**

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

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

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

Weatherbee will continue to offer a voluntary VPK program which will focus on ensuring that our new students will be intellectually,

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emotionally, physically, and socially ready to enter our Kindergarten program. The program will consist of one highly qualified instructor and one paraprofessional with a class ratio of 20:1. The program's design is set up to ensure that all of our students come to school eager to learn when they enter Kindergarten. Both adults in the classroom are highly qualified.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. •A lack of Common Core Standards knowledge present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>1a.1. •Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 5.</p>	<p>1a.1. •District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>1a.1. •Administration observation of effective implementation with feedback. •Teacher lesson design reflecting Common Core understanding.</p>	<p>1a.1. •SLC Framework •Administrative Classroom Walkthroughs</p>		
<p>Reading Goal #1a: By June 2013, 53% (148/281) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:</u>•</p>	<p><u>2013 Expected Level of Performance:</u>•</p>					
	<p>48% (118/245) of the students in grades 3-5 are proficient at level 3 or above on the FCAT 2.0 Reading Test.</p>	<p>By June 2012, 53% (148/281) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading Test.</p>					

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		<p>1a.4.</p> <ul style="list-style-type: none"> •The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary 	<p>1a.4.</p> <ul style="list-style-type: none"> • Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. •St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery. 	<p>1a.4.</p> <ul style="list-style-type: none"> •District Professional Development Team • Reading Coach • Administration • Teacher 	<p>1a.4.</p> <ul style="list-style-type: none"> •The reading coach and teachers will review assessment data weekly and adjust instruction as needed. •The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. 	<p>1a.4.</p> <ul style="list-style-type: none"> •Common Weekly teacher generated assessments. •Easy CBM Benchmark Assessments Teacher assessment identifying learning scale achievement of targeted goal – Level 3. •Results from the 2013 FCAT assessment. •Journeys unit assessments. 	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.(FL BSI) - any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>1b.1.</p> <ul style="list-style-type: none"> • Train teachers to effectively implement Access Points. 	<p>1b.1.</p> <ul style="list-style-type: none"> • Instructional staff will participate in department LC opportunities. 	<p>1b.1.</p> <ul style="list-style-type: none"> • District PD Team • ESE Specialists • Administrative Team 	<p>1b.1.</p> <ul style="list-style-type: none"> • Lesson Study observations and debriefing sessions 	<p>1b.1.</p> <ul style="list-style-type: none"> • Lesson Study Documentation and Reflection Tools 		

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<p><u>Reading Goal #1b:</u> By June 2013, 75 % (*) of students in grades 3-5 will score at a Level 4, 5, 6 on the FAA Reading Test.</p>	<p><u>12 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>60 % (*) of the students in grades 3-5 are proficient at level 4, 5, and 6 on the FAA Reading Test.</p>	<p>By June 2013, 75 % (*) of students in grades 3-5 will score at a Level 4, 5, 6 on the FAA Reading Test.</p>					
		<p>1b.2. • Discerning relevant details from a passage using auditory processing.</p>	<p>1b.2. • Daily read aloud practice to process and coach students based on appropriate access points.</p>	<p>1b.2. • District Support Team • Reading Coach • Administration • Teacher.</p>	<p>1b.2. • The teacher will review data bi-weekly and make recommendations based on needs assessment. • IEP team will review as needed to develop and/or revise plan.</p>	<p>1b.2. • Teacher generated assessment based on IEP goals • Brigance Assessment</p>	

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		<p>1b.3.</p> <ul style="list-style-type: none"> • Students have processing challenges for recalling information and supporting details 	<p>1b.3.</p> <ul style="list-style-type: none"> • Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols. 	<p>1b.3.</p> <ul style="list-style-type: none"> • Reading Coach • Administration • Teacher. 	<p>1b.3.</p> <ul style="list-style-type: none"> • Students' written or oral responses 	<p>1b.3.</p> <ul style="list-style-type: none"> • Student performance tasks on teacher made assessments • Teacher observation. • Brigance Assessment 	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>2a.1. • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>2a.1. • District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>2a.1. • Administration observation of effective implementation with feedback. • Teacher lesson design reflective of Common Core understanding.</p>	<p>2a.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #2a:</u> By June of 2013, 30% (84/281) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>22% (54/245) of the students in grades 3-5 are proficient at level 4 or 5 above on the FCAT 2.0 Reading Test.</p>	<p>By June of 2013, 30% (84/281) of students in grades 3-5 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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		<p>2a.2.</p> <ul style="list-style-type: none"> • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 	<p>2a.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. 	<p>2a.2.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>2a.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting of St. Lucie County Framework. • Administrative/Teacher conferencing. 	<p>2a.2.</p> <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs 	
		<p>3a.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice. 	<p>3a.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching. 	<p>3a.3.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>3a.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>3a.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made Performance task items. 	
		<p>4a.4.</p> <ul style="list-style-type: none"> • The area of deficiency is teacher understanding of extended thinking practices. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources derived from informational text. • Journeys core advanced materials will be used to support enrichment instruction. • St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery of enrichment instruction. 	<p>4a.4.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>4a.4.</p> <ul style="list-style-type: none"> • The reading coach and teachers will review assessment data weekly and adjust instruction as needed. • The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Common Weekly teacher generated assessments. • Easy CBM Benchmark Assessments • Teacher assessment identifying learning scale achievement of targeted goal – Level 3. • Results from the 2013 FCAT assessment. • Journeys unit assessments. • Teacher assessment identifying learning scale achievement of above target goal– Level 4. 	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. (FL BSI) - any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>2b.1. • Train teachers to effectively implement Access Points.</p>	<p>2b.1. • Instructional staff will participate in department LC opportunities.</p>	<p>2b.1. • District PD Team • ESE Specialists • Administrative Team</p>	<p>2b.1. • Lesson Study observations and debriefing sessions</p>	<p>2b.1. • Lesson Study Documentation and Reflection Tools • FAA</p>		
<p>Reading Goal #2b: By June 2013, 75 % (*) of students in grades 3-5 will score at a Level 7 on the FAA Reading Test.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

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	60 % (*) of the students in grades 3-5 are proficient at level 7 on the FAA Reading Test.	By June 2013, 75% (*) of students in grades 3-5 will score at a Level 7 on the FAA Reading Test.					
		2b.2. • Limited schema with fiction, nonfiction, and informational texts	2b.2. • Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	2b.2. • District Professional Development Team • Reading Coach • Administration • Teacher	2b.2. • Observation of DQ 3 Element 18	2b.2. • Feedback using Frameworks • FAA	
		2b.3. • Students' lack of understanding the use of context clues to comprehend the text	2b.3. • Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3. • District Professional Development Team • Reading Coach • Administration • Teacher	2b.3. • Increased percentage of time students use new vocabulary appropriately	2b.3. • Teacher made assessments • FAA	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>3a.1. • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>3a.1 • District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>3a.1 • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting Common Core understanding.</p>	<p>3a.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
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Reading Goal #3a:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
By June of 2013, 75% (211/281) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.							
	72% (176/245) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, 75% (211/281) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.					
		3a.2. • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	3a.2. • District Professional Development Team • Reading Coach • Administration • Teacher	3a.2. • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting of St. Lucie County Framework. • Administrative/Teacher conferencing.	3a.2. • SLC Framework • Administrative Classroom Walkthroughs	

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		<p>3a.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice. 	<p>3a.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching. 	<p>3a.3.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>3a.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>3a.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made performance task items. 	
		<p>3a.4.</p> <ul style="list-style-type: none"> • The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary 	<p>3a.4.</p> <ul style="list-style-type: none"> • Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery. 	<p>3a.4.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>3a.4.</p> <ul style="list-style-type: none"> • The reading coach and teachers will review assessment data weekly and adjust instruction as needed. • The MTSS/Rtl team will review data bi-weekly and make recommendations based on needs assessment. 	<p>3a.4.</p> <ul style="list-style-type: none"> • Common Weekly teacher generated assessments. • Easy CBM Benchmark Assessments • Teacher assessment identifying learning scale achievement of targeted goal – Level 3. • Results from the 2013 FCAT assessment. • Journeys unit assessments. 	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>3b.1. • Train teachers to effectively implement Access Points.</p>	<p>3b.1. • Instructional staff will participate in department LC opportunities.</p>	<p>3b.1. • District PD Team ESE Specialists Administrative Team</p>	<p>3b.1. • Lesson Study observations and debriefing sessions</p>	<p>3b.1. • Lesson Study Documentation and Reflection Tools • FAA</p>		
<p>Reading Goal #3b: By June of 2013, 20% (*) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Reading Test.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>20% (*) of the students in grades 3-5 made learning gains on the FAA Reading Test.</p>	<p>By June of 2013, 20% (*) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Reading Test</p>					

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		<p>3b.2.</p> <ul style="list-style-type: none"> Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency. 	<p>3b.2.</p> <ul style="list-style-type: none"> Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction. 	<p>3b.2.</p> <ul style="list-style-type: none"> District PD Team ESE Specialists Administrative Team 	<p>3b.2.</p> <ul style="list-style-type: none"> Bi-monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits. 	<p>3b.2.</p> <ul style="list-style-type: none"> Teacher generated assessments and data collection tools FAA 	
		<p>3b.3.</p> <ul style="list-style-type: none"> Students' lack of understanding the use of context clues to comprehend the text 	<p>3b.3.</p> <ul style="list-style-type: none"> Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues. 	<p>3b.3.</p> <ul style="list-style-type: none"> District Professional Development Team Reading Coach Administration Teacher 	<p>3b.3.</p> <ul style="list-style-type: none"> Increased percentage of time students use new vocabulary appropriately 	<p>3b.3.</p> <ul style="list-style-type: none"> Teacher generated assessments Brigance Assessment FAA 	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4A.1. <ul style="list-style-type: none"> • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity. </p>	<p>4A.1. <ul style="list-style-type: none"> • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity. </p>	<p>4A.1. <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher </p>	<p>4A.1. <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting Common Core understanding. </p>	<p>4A.1. <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs </p>		
<p><u>Reading Goal #4a:</u> By June 2013 80% (37/46) students in grades 4-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>79% (33/42) students in grades 4-5 in the lowest 25% made learning gains on FCAT 2.0 Reading.</p>	<p>By June 2013 80 % (37/46) students in grades 4-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.</p>					

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		<p>4a.2.</p> <ul style="list-style-type: none"> • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 	<p>4a.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. 	<p>4a.2.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration 	<p>4a.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting of St. Lucie County Framework. • Administrative/Teacher conferencing. 	<p>4a.2.</p> <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs 	
		<p>4a.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice. 	<p>4a.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching. 	<p>4a.3.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>4a.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>4a.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made performance task items. 	
		<p>4a.4.</p> <ul style="list-style-type: none"> • The students come to school with limited background knowledge. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Teachers will utilize Journeys Toolkit to support background knowledge deficits. • St. Lucie County literacy routines will support background knowledge through read alouds. 	<p>4a.4.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Administration • Teacher 	<p>4a.4.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher observation through use of cooperative group discussions. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Journeys unit assessments • Common Weekly teacher generated assessments. • Easy CBM Benchmark Assessments • Teacher assessment identifying learning scale achievement of targeted goal – Level 3. • Results from the 2013 FCAT assessment. 	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>4b.1. •Students are performing at one or more grade levels below 3rd grade requiring support in phonics and phonemic awareness strategies.</p>	<p>4b.1. •The teacher will provide access to low tech and high tech assistive technology for support to provided differentiated instruction as written in the IEP supporting the student through access points.</p>	<p>4b.1. •Teacher •ESE Specialist •AT Specialists (as deemed necessary by the IEP Team) •Administration</p>	<p>4b.1. •The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of effective use of phonics and phonemic awareness.</p>	<p>4b.1. •Teacher observation •Data Collected from use of Assistive Technology •Brigance Assessment •FAA</p>		
<p>Reading Goal #4b: By June 2013 50 % (*) students in grades 3-5 in the lowest 25% will make learning gains on FAA Reading.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>20 % (*) students in grades 3-5 in the lowest 25% made learning gains on FAA Reading.</p>	<p>By June 2013 50 % (*) students in grades 3-5 in the lowest 25% will make learning gains on FAA Reading.</p>					

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		<p>4b.2.</p> <ul style="list-style-type: none"> •Due to the severity of an individual student's disability, limited vocabulary restricts students from communicating and understanding expressive language. 	<p>4b.2.</p> <ul style="list-style-type: none"> •Students will be given the opportunity to make choices using concrete objects, real pictures, and symbols paired with words to accommodate the individual's identified disability. 	<p>4b.2.</p> <ul style="list-style-type: none"> •Teacher •ESE Specialist •Administration 	<p>4b.2.</p> <ul style="list-style-type: none"> •The teacher will provide daily opportunities to use expressive language to communicate connections between words objects and symbols. 	<p>4b.2.</p> <ul style="list-style-type: none"> •Data Collection •Teacher Observation •Brigance assessment •FAA 	
		<p>4b.3</p> <ul style="list-style-type: none"> •Due to the severity of an individual student's disability, limited abilities to identify basic sight words provide processing challenges within text. 	<p>4b.3.</p> <ul style="list-style-type: none"> •Students must have continuous repetition/ practice when learning reading concepts. 	<p>4b.3.</p> <ul style="list-style-type: none"> •Teacher •ESE Specialist •Administration 	<p>4b.3.</p> <ul style="list-style-type: none"> •Students will be provided sight word lists reflecting text that they will practice for continuous repetition to increase word recall fluency. 	<p>4b.3.</p> <ul style="list-style-type: none"> •Data Collection •Teacher Observation •Brigance Assessment •FAA 	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 39</p>	<p>44</p>	<p>49</p>	<p>54</p>	<p>59</p>	<p>64</p>	<p>70</p>
<p><u>Reading Goal #5A:</u> By June 2013, 49% of students will be proficient in Reading increasing from the previous year by 1.0%.</p> <p><u>Percent Proficient needed in Reading subgroups by June 2013:</u> Black: 42% Hispanic: 48% White: 62% ELL: 36% Students with Disabilities: 37% Economically Disadvantaged: 48%</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5b.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>5b.1. • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>5b.1. • District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>5b.1. • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting Common Core understanding.</p>	<p>5b.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #5B:</u> By June 2013, 42% (26/61) White students will make satisfactory progress in reading on the FCAT 2.0 Reading.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

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	<p>46% Black, 51% Hispanic, 48% ELL and 47% Economically Disadvantaged students made satisfactory progress in reading on the FCAT 2.0 Reading.</p>	<p>By June 2013, 42% (26/61) White students will make satisfactory progress in reading on the FCAT 2.0 Reading.</p>					
		<p>5b.2. • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>5b.2. • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>5b.2. • District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>5b.2. • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting of St. Lucie County Framework. • Administrative/Teacher conferencing.</p>	<p>5b.2. • SLC Framework • Administrative Classroom Walkthroughs</p>	
		<p>5b.3. • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>5b.3. • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching.</p>	<p>5b.3. • District Professional Development Team • Reading Coach • Administration • Teacher</p>	<p>5b.3. • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work.</p>	<p>5b.3. • Student Responses from teacher made performance task items.</p>	

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		5b.4. • Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 2: Reading Application	5b.4. • Students will be provided practice in making inferences and drawing conclusions within and across texts to support assessment deficiencies. • Journeys core will provide opportunities to make text-to-self connections combined with evidence from the text to draw conclusions and make inferences.	5b.4. • District Professional Development Team • Reading Coach • Administration • Teacher	5b.4. • Administration observation of effective implementation with feedback. • Student think alouds will provide evidence to support their ability to make inferences and draw conclusions.	5b.4. • Journeys unit assessments • Common Weekly teacher generated assessments. • Easy CBM Benchmark Assessments • Teacher assessment identifying learning scale achievement of targeted goal – Level 3. • Results from the 2013 FCAT assessment.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5c.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>5c.1. • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>5c.1. • District Professional Development Team • Reading Coach • Administration</p>	<p>5c.1 • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting Common Core understanding.</p>	<p>5c.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #5C:</u> By June of 2013, 35% (13/38) of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>In 2012, 48% of students in grades 3-5 made satisfactory progress on the 2011-2012 FCAT 2.0 Reading Test.</p>	<p>By June 2013, 36% (/) of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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		<p>5c.2.</p> <ul style="list-style-type: none"> • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 	<p>5c.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. 	<p>5c.2.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Administration 	<p>5c.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflective of the St. Lucie County Framework. • Administrative/Teacher conferencing. 	<p>5c.2.</p> <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs 	
		<p>5c.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice. 	<p>5c.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching. 	<p>5c.3.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Teacher • Administration 	<p>5c.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>5c.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made performance task items based on the performance scale. 	

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		<p>5c.4.</p> <ul style="list-style-type: none"> • Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 1: VOCABULARY 	<p>5c.4.</p> <ul style="list-style-type: none"> • Teachers will utilize Journeys leveled readers for ELL students and implement Journeys suggested lessons to support vocabulary deficiencies. • St. Lucie County literacy routines word work will support instructional vocabulary focus. 	<p>5c.4.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Teacher • Administration 	<p>5c.4.</p> <ul style="list-style-type: none"> • Students' academic language will increase understanding of vocabulary and through authentic writing tasks and oral expression. 	<p>5c.4.</p> <ul style="list-style-type: none"> • Weekly common grade level assessment tests. • Teacher observation • Easy CBM • FCAT 2.0 	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5d.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>5d.1. • Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>5d.1. • District Professional • Development Team • Reading Coach • Administration</p>	<p>5d.1 • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting Common Core understanding.</p>	<p>5d.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #5D:</u> By June of 2013, 48% (/) of students with Disabilities (SWD) in grades 3-5 will make satisfactory progress in reading on FCAT 2.0.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>In 2012, 47% (/) in grades 3-5 are making satisfactory progress in reading on 2011-2012 FCAT 2.0.</p>	<p>By June of 2013, 48% (/) Students with Disabilities (SWD) students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0.</p>					

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		<p>5d.2</p> <ul style="list-style-type: none"> • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 	<p>5d.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. • St. Lucie County literacy routines will be implemented to support continued professional development. 	<p>5d.2.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Administration 	<p>5d.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflecting of St. Lucie County Framework. • Administrative/Teacher conferencing. 	<p>5d.2.</p> <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs 	
		<p>5d.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice 	<p>5d.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching. 	<p>5d.3.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Teacher • Administration 	<p>5d.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>5d.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made • performance task items based on the performance scale. 	

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		<p>5d.4.</p> <ul style="list-style-type: none"> • Teacher deficiencies in preparedness to work with students with disabilities. 	<p>5d.4.</p> <ul style="list-style-type: none"> • Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories. • St. Lucie County literacy routines will be implemented to support student disabilities continued professional development. 	<p>5d.4.</p> <ul style="list-style-type: none"> • District Professional Development Team • Reading Coach • Teacher • Administration 	<p>5d.4.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. 	<p>5d.4.</p> <ul style="list-style-type: none"> • Weekly common grade level assessment tests. • Easy CBM progress monitoring • Journeys unit assessments • FCAT 2.0 	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5e.1. • Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>5e.1. • Instructional staff will be provided professional development in College and Career Readiness • Anchor Standards for Reading and Text Complexity.</p>	<p>5e.1. • District Professional Development Team • Reading Coach • Administration</p>	<p>5e.1 • Administration observation of effective implementation with feedback. • Teacher lesson design reflective of Common Core understanding.</p>	<p>5e.1. • SLC Framework • Administrative Classroom Walkthroughs</p>		
<p><u>Reading Goal #5E:</u> By June of 2013, 48% (/281) of Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>In 2012, 47% (227/245) in grades 3-5 are making satisfactory progress in reading on FCAT 2.0.</p>	<p>By June of 2013, 48% (/281) of Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0</p>					

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		<p>5e.2</p> <ul style="list-style-type: none"> • A broad range of knowledge and abilities to implement research based practices of the St. Lucie County framework exist among instructional staff 	<p>5e.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. 	<p>5e.2.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Administration 	<p>5e.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Teacher lesson design reflective of the St. Lucie County Framework. • Administrative/Teacher conferencing. 	<p>5e.2.</p> <ul style="list-style-type: none"> • SLC Framework • Administrative Classroom Walkthroughs 	
		<p>5e.3.</p> <ul style="list-style-type: none"> • The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice 	<p>5e.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching 	<p>5e.3.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Teacher • Administration 	<p>5e.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback. • Individual and Collaborative review of student work. 	<p>5e.3.</p> <ul style="list-style-type: none"> • Student Responses from teacher made performance task items based on the performance scale. 	
		<p>5d.4.</p> <ul style="list-style-type: none"> • The area of deficiency as noted on the 2012 administration of the FCAT 2.0 reading test was REPORTING CATEGORY 2: Reading Application 	<p>5d.4.</p> <ul style="list-style-type: none"> • Teachers will utilize Journeys in conjunction with Thinking Maps to increase understanding of text structure. • The students will participate in literacy routines each day to deepen knowledge and provide practice with identifying components of literary analysis. 	<p>5d.4.</p> <ul style="list-style-type: none"> • District Professional • Development Team • Reading Coach • Teacher • Administration 	<p>5d.4.</p> <ul style="list-style-type: none"> • Student created Thinking Maps will serve as a discussion processing tool. • Summaries will be written based on evidence from text. 	<p>5d.4.</p> <ul style="list-style-type: none"> • Weekly common grade level assessment tests. • Easy CBM progress monitoring • Journeys unit assessments • FCAT 2.0 	

Reading Professional Development

Professional Development						
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<p>(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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>SLC Framework for Quality Instruction</p>	<p>PK - 5</p>	<p>Teacher Leader/Admin</p>	<p>School wide</p>	<p>On – going Aug-May</p>	<p>Classroom Observations Lesson Plans</p>	<p>Administration</p>
<p>Common Core</p>	<p>PK-5</p>	<p>Teacher Leader/Admin</p>	<p>School wide</p>	<p>On – going Aug-May</p>	<p>Classroom Observations Lesson Plans</p>	<p>Administration</p>
<p>HMH Journeys</p>	<p>PK-5</p>	<p>District Facilitators, Literacy Coach</p>	<p>Reading – Grades PK -5</p>	<p>June, 2012 Ongoing</p>	<p>Classroom Observations and follow-up sessions</p>	<p>Administration Literacy Coach</p>
<p>District Literacy Routine Update</p>	<p>PK-5</p>	<p>Literacy Coach</p>	<p>Reading – Grades PK-5</p>	<p>August 17, 2012 On-going</p>	<p>Classroom Observations and follow-up sessions</p>	<p>Administration Literacy Coach</p>
<p>Thinking Maps</p>	<p>PK-5</p>	<p>Literacy Coach</p>	<p>Reading/Science-Grades PK-5</p>	<p>August, 2012 Ongoing</p>	<p>Classroom Observations and follow-up sessions</p>	<p>Administration Literacy Coach Reading Teacher</p>
<p>Reading Competency 1</p>	<p>PK-5</p>	<p>FDLRS</p>	<p>Reading – Grades PK-5</p>	<p>August, 2012 Ongoing</p>	<p>Learning Communities</p>	<p>Administration Facilitator Literacy Coach</p>
<p>Student Led Conference Training</p>	<p>PK-5</p>	<p>Weatherbee Teacher Leaders</p>	<p>Reading – Grades PK-5</p>	<p>August, 2012 Ongoing</p>	<p>Classroom Observations, follow-up sessions</p>	<p>Feedback from parents, students, and teachers as well as observations of the conferencing.</p>

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Marzano – Evaluation System	PK-5	Administration	Grades PK-5	August, 2012 Ongoing	Classroom Observations, follow-up sessions	Administration Literacy Coach All Instructors
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Reading Budget

Evidence-based Program(s)/Materials(s)	Description of Resources	Funding Source	Available Amount
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Resource Pull-Out	Rosetta Stone– Run offs and supplies	Title I	\$300.00
	Imagine Learning– Run offs and supplies	Title I	\$300.00
Technology Resource Teacher	Instructional Personnel in Reading/Math	Title I	\$23, 016.00
Subtotal:\$23,616.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Dr. Robert J. Marzano	District Consultants	Title I	0
Common Core Literacy Training	Substitutes	Title I	\$1,500
Instructional Methods Training	Teachers’ Stipends and Benefits (135hrs)	Title I	\$3,500
Subtotal:\$5,000			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide After School Tutoring	Stipends	21 st Century	\$116,067.00
Literacy Coach	Improve students reading and writing levels	Title1	\$62,565.00
Supplemental Reading Materials	Weekly Reader-Scholastic News	Title 1	\$2,300
Reading Libraries	Classroom Leveled Libraries	Title 1	\$7,000
General Reading Supplies	Classroom Reading Supplies	Title 1	\$2,000

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Subtotal: \$73,865.00			
Grade Total: \$102,481.00			

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. • ELL students are not proficient in core content and are unable to effectively communicate socially.	1. • Language Experience Approach • Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.	1.1. • Administration/Literacy • Coach/Team or Grade Level Leader	1.1. • Teachers provide on-going formative assessment in both speaking and listening.	1.1. • CELLA	

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<p>CELLA Goal #1:</p> <p><i>Based on the 2012 CELLA data, 38.2% of ELL students were proficient in Oral Skills. By June 2013, 44% of ELL students will score proficient in Oral Skills as measured by CELLA.</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><i>Based on the 2012 CELLA data, 38.2% of ELL students were proficient in Oral Skills.</i></p>					
		<p>1.2. •ELL students are unfamiliar with academic vocabulary</p>	<p>1.2. • 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.</p>	<p>1.2. •Administration/Literacy • Coach/Team or Grade Level Leader</p>	<p>1.2. • Classroom Observations utilizing the SLC Instructional Format</p>	<p>1.2. • CELLA</p>
		<p>1.3. •ELL students have had limited experiences working in small intellectually and culturally mixed groups</p>	<p>1.3. • Cooperative Learning Group • Students work together in small intellectually and culturally mixed groups.</p>	<p>1.3. • Administration/Literacy • Coach/Team or Grade Level Leader</p>	<p>1.3. • Classroom Observations utilizing the SLC Instructional Format</p>	<p>1.3. •CELLA</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. •ELL students are unfamiliar with word/vocabulary encountered as an English reader reads a text or listens to a teacher or peers academia.</p>	<p>2.1. •Activating and/or Building Prior Knowledge.</p>	<p>2.1. •Administration/Literacy • Coach/Team or Grade Level Leader</p>	<p>2.1. •Formative Assessment</p>	<p>2.1. •CELLA</p>	
<p><u>CELLA Goal #2:</u> <i>Based on the 2012 CELLA data, 29.7% of ELL students were proficient in Reading. By June 2013, 36% of ELL students will score proficient in Reading as measured by CELLA.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><i>Based on the 2012 CELLA data, 29.7% of ELL students were proficient in Reading.</i></p>					
		<p>2.2. •ELL students are unfamiliar with Reading aloud to other students to help them develop and improve literacy skills.</p>	<p>2.2. • Reading aloud to students helps them develop and improve literacy skills.</p>	<p>2.2. •Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>2.2. •Timed Student Reading</p>	<p>2.2. •CELLA</p>
		<p>2.3. •ELL students are unfamiliar with vocabulary with context clues.</p>	<p>2.3. •Vocabulary with context clues.</p>	<p>2.3. •Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>2.3. •Formative Assessments</p>	<p>2.3. •CELLA</p>

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. •The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. •A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	2.1. •Administration/Literacy • Coach/Team or Grade Level Leader	2.1. •Journals	2.1. •CELLA	
<u>CELLA Goal #3:</u> <i>Based on the 2012 CELLA data, 24.8% of ELL students were proficient in Writing. By June 2013, 31% of ELL students will score proficient in Writing as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Based on the 2012 CELLA data, 24.8% of ELL students were proficient in Writing.</i>					
		2.2. •ELL students are unfamiliar with using Graphic Organizers and Thinking Maps	2.2. •Graphic Organizers •Thinking Maps	2.2. •Administration/Literacy • Coach/Team or Grade Level Leader	2.2. •Student Work	2.2. •CELLA
		2.3. •ELL students are unfamiliar with using Rubrics or performance scales.	2.3 •Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	2.3 •Administration/Literacy • Coach/Team or Grade Level Leader	2.3 •Student Writing Samples	2.3 •CELLA

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CELLA Budget (Insert rows as needed)

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

Elementary School Mathematics Goals

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

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Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. • Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>1a.1. • Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>1a.1. • District professional development team • Instructional coaches • Administration • Teacher</p>	<p>1a.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.</p>	<p>1a.1. • St. Lucie County framework • Administrative classroom walk-throughs</p>		

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<u>Mathematics Goal</u> <u>#1a:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected</u> <u>Level of</u>					
By June 2013, 57% (160/281) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.	<u>Performance:</u>	<u>Performance:</u>					
	52% (127/245) of the students in grades 3-5 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment..	By June 2013, 57 % (160/281) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.					
		1a.2. • A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1a.2 • District professional development team • Math coaches • Administration • Teacher	1a.2. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing	1a.2. • St. Lucie County framework • Administrative classroom walk-throughs	

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		<p>1a.3.</p> <ul style="list-style-type: none"> • A lack of daily expectation of students' written responses to demonstrate thinking and reflection will be a new practice. 	<p>1a.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching 	<p>1a.3.</p> <ul style="list-style-type: none"> • District professional development team • Instructional coaches • Administration • Teacher 	<p>1a.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Individual and collaborative review of student work 	<p>1a.3.</p> <ul style="list-style-type: none"> • Student responses from teacher-made performance task items 	
		<p>1a.4.</p> <ul style="list-style-type: none"> • According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 – Number: Fractions 	<p>1a.4.</p> <ul style="list-style-type: none"> • Increase opportunities for students to model equivalent representations of given numbers using manipulatives. • Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. • GoMath! Core materials will be used for instruction. • St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. 	<p>1a.4.</p> <ul style="list-style-type: none"> • Administrators • Teachers • Math Coach 	<p>1a.4.</p> <ul style="list-style-type: none"> • Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. • Adjustments to curriculum focus will be made as needed. 	<p>1a.4.</p> <ul style="list-style-type: none"> • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2013 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	

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		<p>1a.5.</p> <ul style="list-style-type: none"> • New teachers lack of knowledge due to the implementation of Go Math series and SLC Math Routine • Not enough time to accommodate using all resources available with the Go Math Series and Calendar Math 	<p>1a.5.</p> <ul style="list-style-type: none"> • Implement SLC Math Routine, supported with Go Math materials. • Aligning new curriculum with the district scope and sequence • Use of focus calendars and content focus sheets • Continue implementation of Deliberate Curriculum Model • Use of technology ...Teachers will utilize ThinkCentral.com, Destination Math, Go Math-Soar to Success, FCAT Explorer and other on-line math programs) • Weekly data chats and monitoring of interventions with administration/math coach/RTI team • Provide professional development of the Go Math program and NGSSS • Grade group collaboration/common planning/ • Modeling in classrooms by math coach 	<p>1a.5.</p> <ul style="list-style-type: none"> • Administration, Math Coach, • Grade Chairs , • Teachers • District Trainers 	<p>1a.5.</p> <ul style="list-style-type: none"> • Progress Monitoring through Mini -Assessments, Benchmarks • Teachers' Observations • Conferencing • Progress Monitoring of fidelity of interventions • Program implementation • Daily Lesson Plans 	<p>1a5.</p> <ul style="list-style-type: none"> • District Benchmarks, Mini-Assessments, and FCAT • GO Math Assessments • Marzano's observation tool (Scale) • Easy CBM and Soar to Success will be utilized for students in math interventions 	
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		1a.6. • New teachers lack of knowledge in the implementation of Calendar Math with fidelity	1a.6. • Provide teachers with professional development as needed • Observe Master teachers	1a.6. • Administration, • Math Coach, • Grade Chairs, • District Trainers	1a.6. • Progress Monitoring through Mini –Assessment and Benchmarks	1a.6. • District Benchmarks • Mini- Assessments • FCAT	
		1a.7. • Math Fluency has never been taught to proficiency K-5	1a.7. • Speed Drills K-5 (Math Families and Facts)	1a.7. • Teachers • Math Coach	1a.7. • Progress Monitoring through math graphs • Teacher s' Observations and conferencing	1a.7. • Reviewing of math facts until mastery	
		1a.8. • Lack of reading comprehension skills and math skills to understand math vocabulary and the mastery of word problems	1a.8. • Small group differentiated instruction, prescriptive intervention • PD for teachers specifically addressing the unlocking and understanding of word problems	1a.8. • Administration, • Math Coach • Teachers, • District Trainers	1a.8. • Progress Monitoring through Mini -Assessments, Benchmarks • Teacher s' Observations and conferencing	1a.8. • District Benchmarks, Mini- Assessments • Go Math Assessments, FCAT	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	1b.1. • Train teachers to effectively implement Access Points.	1b.1. • Instructional staff will participate in department LC opportunities.	1b.1. • District PD Team • ESE Specialists • Administrative Team	1b.1. • Lesson Study observations and debriefing sessions	1b.1. • Lesson Study Documentation and Reflection Tools • FAA		

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<u>Mathematics Goal</u> <u>#1b:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:</u>					
By June 2013, 75% (*) of students in grades 3-5 will score at level 4.5.6 on the FAA math test.							
	60 % (*) of the students in grades 3-5 were proficient at level 4.5.6 on the FAA math test.	By June 2013, 75 % (*) of students in grades 3-5 will score at level 4.5.6 on the FAA math test.					
		1b.2. • Students are challenged to complete proper steps to solve a problem.	1b.2. • Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives visuals, number lines, and assistive technology.	1b.2. • Teacher • ESE specialist • Administration	1b.2. • Students will be provided opportunities to explain their thinking for problem solving.	1b.2. • Teacher generated assessment • Teacher observation as students solve the problems. • FAA	
		1b.3. • Based upon individual student's abilities as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations.	1b.3 • Using research based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.	1b.3. • Teacher • ESE specialist • Administration	1b.3. • The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.	1b.3. • Teacher generated accountability pieces at each station with data collection in place. • Teacher observation • Bragance Assessment FAA	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. • Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>2a.1. • Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>2a.1. • District professional development team • Math coach • Administration • Teacher</p>	<p>2a.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting Common Core understanding.</p>	<p>2a.1. • St. Lucie County framework • Administrative classroom walk-throughs</p>		
<p><u>Mathematics Goal #2a:</u> By June 2013, 15% (42/281) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:</u>•</p>	<p><u>2013 Expected Level of Performance:</u>•</p>					

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	10% (24/245) of the students in grades 3-5 are proficient at Level 4 or 5 on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 15% (42/281) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		2a.2. • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework.	2a.2. • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2. • District professional development team • Math coach • Administration • Teacher	2a.2. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing	2a.2. • St. Lucie County framework • Administrative classroom walk-throughs	
		2a.3. • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students' written responses.	2a.3. • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching	2a.3. • District professional development team • Teachers • Instructional coaches • Administration	2a.3. • Administration observation of effective implementation with feedback • Individual and collaborative review of student work	2a.3. • Student responses from teacher-made performance task items	

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		<p>2a.4.</p> <ul style="list-style-type: none"> •The area of deficiency is teacher understanding of extended thinking practices. 	<p>2a.4.</p> <ul style="list-style-type: none"> • Go Math, Grab-N-Go and enrichment materials will be utilized for differentiated instructional • St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. • Select rigorous, real-world problems, aligned to the content the students are learning 	<p>2a.4</p> <ul style="list-style-type: none"> • Teachers • Instructional coaches • Administration 	<p>2a.4.</p> <ul style="list-style-type: none"> • Individual and collaborative review of student reflective logs 	<p>2a.4.</p> <ul style="list-style-type: none"> • Weekly assessments • St. Lucie County Benchmarks, and Easy • CBM Benchmarks • Results from the 2012 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	
		<p>2a.5.</p> <ul style="list-style-type: none"> • Insufficient time placed on enrichment activities for advanced students •Challenge students that are meeting proficiency 	<p>2a.5.</p> <ul style="list-style-type: none"> • Provide time during the Walk to Intervention wheel for advanced students to receive 30 minutes of additional enrichment activities based on their identified needs •Integrate technology and math using digital tools and strategies 	<p>2a.5.</p> <ul style="list-style-type: none"> • Administration, • Math Coach, • Teachers 	<p>2a.5.</p> <ul style="list-style-type: none"> • Evaluation of mini-assessments data results given weekly on identified benchmark target skills 	<p>2a.5.</p> <ul style="list-style-type: none"> • District Benchmarks, • Mini- Assessments, and FCAT • Marzano’s observation tool (Scale) 	
		<p>2a.6.</p> <ul style="list-style-type: none"> • Lack of rigor in questioning to promote higher order thinking • Lack of Professional Development for gifted/general educators teachers to deepen their pedagogy 	<p>2a.6.</p> <ul style="list-style-type: none"> • Provide training in Webb's DOK chart, higher order questioning, PD in gifted education and enrichment 	<p>2a.6.</p> <ul style="list-style-type: none"> • Administration, • Math Coach, • District Trainers 	<p>2a.6.</p> <ul style="list-style-type: none"> • Evaluation of mini-assessments data results given weekly on identified benchmark target skills 	<p>2a.6.</p> <ul style="list-style-type: none"> • District Benchmarks, Mini-Assessments, and FCAT 	

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		<p>2a.7.</p> <ul style="list-style-type: none"> •Lack of effective differentiated instruction for higher level learners 	<p>2a.7.</p> <ul style="list-style-type: none"> • Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and higher complexity of multi-step word problems that encourages and supports advanced levels of math investigations. 	<p>2a.7.</p> <ul style="list-style-type: none"> •Administration •Math Coach, •Teachers 	<p>2a.7.</p> <ul style="list-style-type: none"> • Formal, informal observations, lesson plans, monitoring of enrichment interventions 	<p>2a.7.</p> <ul style="list-style-type: none"> • District Benchmarks, Mini-Assessments, and FCAT 	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>2b.1.</p> <ul style="list-style-type: none"> • A need to train teachers to effectively implement Access Points. 	<p>2b.1.</p> <ul style="list-style-type: none"> •Instructional staff will participate in department learning community opportunities. 	<p>2b.1.</p> <ul style="list-style-type: none"> • District PD Team •ESE Specialists •Administrative Team 	<p>2b.1.</p> <ul style="list-style-type: none"> •Lesson Study observations and debriefing sessions 	<p>2b.1.</p> <ul style="list-style-type: none"> •Lesson Study Documentation and Reflection Tools •FAA 		

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<u>Mathematics Goal</u> <u>#2b:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:</u>					
By June 2013, 50 % (*) of students in grades 3-5 will score at a Level 7 on the FAA Math Test.							
	20 % (*) of the students in grades 3-5 are proficient at level 7 on the FAA Math Test.	By June 2013, 50 % (*) of students in grades 3-5 will score at a Level 7 on the FAA Math Test.					
		2b.2. •Background knowledge may be limited to support review and require further instruction in DQ	2b.2. •Review of long term learning math concepts such as rote counting, fact fluency and tools for measurement.	2b.2. •District PD Team •ESE Specialists •Administrative Team	2b.2. •Students will participate in academic games supporting review of concepts. Additionally, students will participate in learning stations focused on individual concepts with accountability measures correlated to the access points to determine level of mastery in each concept. •Administrative walkthrough to observe lesson design	2b.2. •Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. • FAA	
		2b.3 •Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.	2b.3 •Using researched-based strategies and materials, students must have explicit instruction and continuous repetition/practice when learning math concepts.	2b.3 •District PD Team •ESE Specialists •Administrative Team	2b.3 •Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	2b.3 •Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. •Brigance Assessment •FAA	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. •Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3a.1. •Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3a.1. • District professional development team • Math coaches • Administration</p>	<p>3a.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.</p>	<p>3a.1. • St. Lucie County framework • Administrative classroom walk-throughs</p>		
<p><u>Mathematics Goal #3a:</u> By June 2013, 75% (211/281) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:</u>•</p>	<p><u>2013 Expected Level of Performance:</u>•</p>					

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	55% (13/245) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2012, 75% (211/281) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		3a.2. • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework.	3a.2. • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2. • District professional development team • Math coaches • Administration • Teacher	3a.2. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing	3a.2. • St. Lucie County framework • Administrative classroom walk-throughs	
		3a.3. • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students' written responses.	3a.3. • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching	3a.3. • District professional development team • Teachers • Instructional coaches • Administration	3a.3. • Administration observation of effective implementation with feedback • Individual and collaborative review of student work	3a.3. • Student responses from teacher-made performance task items	

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		<p>3a.4.</p> <ul style="list-style-type: none"> • Teachers lack of use of manipulatives to demonstrate new concepts concretely. 	<p>3a.4.</p> <ul style="list-style-type: none"> • Go Math! Grab-N-Go materials • St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. • Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations 	<p>3a.4.</p> <ul style="list-style-type: none"> • Teachers • Instructional coaches • Administration 	<p>3a.4.</p> <ul style="list-style-type: none"> • Individual and collaborative review of student reflective logs 	<p>3a.4.</p> <ul style="list-style-type: none"> • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2013 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>3b.1.</p> <ul style="list-style-type: none"> • Train teachers to effectively implement Access Points. 	<p>3b.1.</p> <ul style="list-style-type: none"> • Instructional staff will participate in department LC opportunities. 	<p>3b.1.</p> <ul style="list-style-type: none"> • District PD Team • ESE Specialists • Administrative Team 	<p>3b.1.</p> <ul style="list-style-type: none"> • Lesson Study observations and debriefing sessions 	<p>3b.1.</p> <ul style="list-style-type: none"> • Lesson Study Documentation and Reflection Tools • FAA 		

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<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
By June of 2013, 75% (*) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.							
	0 % (*) of the students in grades 3-5 made learning gains on the FAA Math Test.	By June of 2013,75 % (*) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.					
		3b.2. • Due to the nature of the individual’s disability, students are challenged to effectively communicate their thought processes through written and/or oral language.	3b.2. •The students will be provided with research-based strategies and visual choices to support mathematical thinking to solve problems.	3b.2. • ESE Specialists • Administrative Team • Teacher	3b.2. • Students will provide a variety of visuals to support their thinking through problem solving of equations.	3b.2. • Teacher generated tests • Teacher observation • Brigance Assessment • FAA	

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		3b.3. • Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.	3b.3. •Students must have continuous repetition/ practice when learning math concepts.	3b.3. • District PD Team • ESE Specialists • Administrative Team	3b.3. • Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	3b.3. • Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. •FAA •Brigance Assessment	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. •Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	4a.1. •Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	4a.1. •District professional development team • Math coaches • Administration	4a.1. •Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.	4a.1. • St. Lucie County framework • Administrative classroom walk-throughs		

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<u>Mathematics Goal #4a</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
By June 2013 60% (42/70 students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	55% (34/61) students in grades 3-5 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 60% (42/70) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		4a.2. • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework.	4a.2. • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2. • District professional development team • Math coaches • Administration	4a.2. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing	4a.2. • St. Lucie County framework • Administrative classroom Walk-throughs	

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		<p>4a.3.</p> <ul style="list-style-type: none"> •The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students' written responses. 	<p>4a.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching 	<p>4a.3.</p> <ul style="list-style-type: none"> • District professional development team • Instructional coaches • Administration 	<p>4a.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Individual and collaborative review of student work 	<p>4a.3.</p> <ul style="list-style-type: none"> • Student responses from teacher-made performance task items 	
		<p>4a.4.</p> <ul style="list-style-type: none"> • Students lack the foundation of number sense. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Go Math! RTI Support • Think Central Strategic Intervention • St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. 	<p>4a.4.</p> <ul style="list-style-type: none"> • Teachers • Instructional coaches • Administration 	<p>4a.4.</p> <ul style="list-style-type: none"> • Individual and collaborative review of student reflective logs 	<p>4a.4.</p> <ul style="list-style-type: none"> • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2013 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>4b.1. • Train teachers to effectively implement Access Points.</p>	<p>4b.1. • Instructional staff will participate in department LC opportunities.</p>	<p>4b.1. • District PD Team • ESE Specialists • Administrative Team</p>	<p>4b.1. • Lesson Study observations and debriefing sessions</p>	<p>4b.1. • Lesson Study Documentation and Reflection Tools • FAA</p>		
<p><u>Mathematics Goal #4b:</u> By June 2013 75 % (*) students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>0 % (*) students in grades 3-5 in the lowest 25% made learning gains on FAA Mathematics test.</p>	<p>By June 2013 75 % (*) students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.</p>					

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		4b.2. • Limited abilities to apply basic facts and concepts provide processing challenges when problem solving.	4b.2. • Students must have continuous repetition/ practice when learning math concepts.	4b.2 • Teacher • ESE Specialist • Administration	4b.2 • Students will be provided fact lists reflecting facts that they will practice for continuous repetition to increase math fluency. • Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts.	4b.2 • Data Collection • Teacher Observation • FAA • Brigance Assessment	
		4b.3. • Students are performing at one or more grade levels below 3 rd grade requiring support in basic facts and number concepts.	4b.3. • The teacher will provide access to assistive technology for support to with differentiated instruction as written in the IEP supporting the student through access points •Students will be provided opportunities to learn concepts using manipulatives, visuals and assistive technology.	4b.3. • Teacher • ESE Specialist • Administration	4b.3 • The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of basic facts and number concepts..	4b.3. • Teacher generated tests. • Observation of use of the assistive technology. • Brigance Assessment • FAA	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 60% of students were proficient on the 2010-2011 FCAT 2.0 Math.	55	59	63	67	71	76

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<p><u>Mathematics Goal</u> #5A: By June 2013, 67% of students will be proficient in Math increasing from the previous year by 6.7%.</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
	<p>5a.1. •Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>5a.1. •Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>5a.1. • District professional development team • Math coaches • Administration</p>	<p>5a.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.</p>	<p>5a.1. • St. Lucie County framework • Administrative classroom walk-throughs</p>		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:•</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:•</u>					
By June 2013, 68% (68/100) of White students, 60% (48/80) of Hispanic students, and 48% (39/80) of Black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	63% (30/48) of White students, 55% (52/94) of Hispanic students, and 43 % (39/91) of Black students were proficient on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 68% (68/100) of White students, 60% (48/80) of Hispanic students, and 48% (39/80) of Black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		5a.2. • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework.	5a.2. •Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5a.2. • District professional development team • Math coaches • Administration	5a.2. • Administration observation of effective implementation with feedback •Teacher lesson design reflecting application of St. Lucie County framework •Administrative/teacher conferencing	5a.2. • St. Lucie County framework • Administrative classroom walk-throughs	

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		5a.3. • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students' written responses	5a.3. • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching	5a.3. • District professional development team • Instructional coaches • Administration	5a.3. • Administration observation of effective implementation with feedback • Individual and collaborative review of student work	5a.3. • Student responses from teacher-made performance task items	
		5a.4. • The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was: Numbers and Operations in base 10	5a.4. • St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. • Teachers will follow the Common Core 8 Mathematical Practices	5a.4. • Teachers • Instructional coaches	5a.4. • Individual and collaborative review of student work	5a.4. • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2012 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5c.1. • Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>5c.1. • Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>5c.1. • District professional development team • Math coaches • Administration</p>	<p>5c.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.</p>	<p>5c.1. • St. Lucie County framework • Administrative classroom walk-throughs</p>		
<p><u>Mathematics Goal #5C:</u> By June 2013, 52% (20/38) of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:</u>•</p>	<p><u>2013 Expected Level of Performance:</u>•</p>					
	<p>47% (9/19) of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.</p>	<p>By June 2013, 52% (20/38) of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>					

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		<p>5c.2.</p> <ul style="list-style-type: none"> • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework. 	<p>5c.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support. 	<p>5c.2.</p> <ul style="list-style-type: none"> • District professional development team • Math coaches • Administration 	<p>5c.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing 	<p>5c.2.</p> <ul style="list-style-type: none"> • St. Lucie County framework • Administrative classroom walk-throughs 	
		<p>5c.3.</p> <ul style="list-style-type: none"> • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of student's written responses. 	<p>5c.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching 	<p>5c.3.</p> <ul style="list-style-type: none"> • District professional development team • Instructional coaches • Administration 	<p>5c.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Individual and collaborative review of student work 	<p>5c.3.</p> <ul style="list-style-type: none"> • Student responses from teacher-made performance task items 	
		<p>5c.4.</p> <ul style="list-style-type: none"> • Students come with limited academic language. 	<p>5c.4.</p> <ul style="list-style-type: none"> • Instructional staff will engage students in daily vocabulary activities. 	<p>5c.4.</p> <ul style="list-style-type: none"> • Teachers • Instructional coaches 	<p>5c.4.</p> <ul style="list-style-type: none"> • Academic vocabulary used by students in written and oral responses. 	<p>5c.4.</p> <ul style="list-style-type: none"> • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2012 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5d.1. • Instructional staff lack a full knowledge of the Common Core Math Standards	5d.1. • Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5d.1. • District professional development team • Instructional coaches • Administration	5d.1. • Administration observation of effective implementation with feedback • Teacher lesson design reflective of Common Core understanding.	5d.1. • St. Lucie County framework • Administrative classroom walk-throughs		
Mathematics Goal #5D: By June 2013, 32% (12/37) of SWD students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:</u> •	<u>2013 Expected Level of Performance:</u> •					
	27% (7/26) of SWD students made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 32% (12/37) of SWD students will be proficient on the 2012-2013 FCAT 2.0 Mathematics assessment.					

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		<p>5d.2.</p> <ul style="list-style-type: none"> • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework. 	<p>5d.2.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support. 	<p>5d.2.</p> <ul style="list-style-type: none"> • District professional development team • Math coaches • Administration 	<p>5d.2.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing 	<p>5d.2.</p> <ul style="list-style-type: none"> • St. Lucie County framework • Administrative classroom walkthroughs 	
		<p>5d.3.</p> <ul style="list-style-type: none"> • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students' written responses. 	<p>5d.3.</p> <ul style="list-style-type: none"> • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching 	<p>5d.3.</p> <ul style="list-style-type: none"> • District professional development team • Instructional coaches • Administration 	<p>5d.3.</p> <ul style="list-style-type: none"> • Administration observation of effective implementation with feedback • Individual and collaborative review of student work 	<p>5d.3.</p> <ul style="list-style-type: none"> • Student responses from teacher-made performance task items 	
		<p>5d.4.</p> <ul style="list-style-type: none"> • Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems. 	<p>5d.4.</p> <ul style="list-style-type: none"> • Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem-solving. 	<p>5d.4.</p> <ul style="list-style-type: none"> • Teachers • Instructional coaches 	<p>5d.4.</p> <ul style="list-style-type: none"> • Observation of student independently applying step-by-step problem solving 	<p>5d.4.</p> <ul style="list-style-type: none"> • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2012 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3. 	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5e.1. <ul style="list-style-type: none"> Common Core standards present new learning for instructional staff to gain a full understanding of each standard. </p>	<p>5e.1. <ul style="list-style-type: none"> Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) </p>	<p>5e.1. <ul style="list-style-type: none"> District professional development team Math coaches Administration </p>	<p>5e.1. <ul style="list-style-type: none"> Administration observation of effective implementation with feedback Teacher lesson design reflective of Common Core understanding. </p>	<p>5e.1. <ul style="list-style-type: none"> St. Lucie County framework Administrative classroom walk-throughs </p>		
<p><u>Mathematics Goal #5E:</u> By June 2013, 56% (137/245) of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

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	51% (116/227) of economically disadvantaged students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	By June 2013, 56% (137/245) of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		5e.2. • There is a lack of broad range of knowledge and abilities amongst instructional staff to implement research-based practices of the St. Lucie County framework.	5e.2. • Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5e.2. • District professional development team • Math coaches • Administration	5e.2. • Administration observation of effective implementation with feedback • Teacher lesson design reflecting application of St. Lucie County framework • Administrative/teacher conferencing	5e.2. • St. Lucie County framework • Administrative classroom walk-throughs	
		5e.3. • The students lack the abilities to demonstrate thinking and reflection skills necessary to meet the daily expectations of students written responses.	5e.3. • Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. • Instructional and peer coaching	5e.3. • District professional development team • Instructional coaches • Administration	5e.3. • Administration observation of effective implementation with feedback • Individual and collaborative review of student work	5e.3. • Student responses from teacher-made performance task items	

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		5e.4. • Students lack the schema necessary to solve real-world problems.	5e.4. • Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations	5e.4 • Teachers • Instructional Coaches	5e.4. • Observation of appropriate use of vocabulary in student written and oral language.	5e.4. • Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks • Results from the 2012 FCAT 2.0 Mathematics assessment • Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
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Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
	<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>
<p>Go-Math and Technology Component</p>	<p>PK-5</p>	<p>School based facilitator with support of district/program publisher</p>	<p>K-5and ESE teachers</p>	<p>A variety of days will be offered to all staff members at the beginning of the year and on an on-going basis</p>	<p>Student work, In-service sign-in sheets, classroom observations</p>	<p>Administration Math Coach</p>

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Differentiated Math	PK-5	District Math Coordinator and Math Coach	K-5 and ESE teachers	A variety of days will be offered to all staff members at the beginning of the year and on an On-going basis.	Student work, In-service sign-in sheets, classroom observations	Administration Math Coach
Centers	PK-5	School Based Math Coach	K-5 and ESE teachers	A variety of days will be offered to all staff members at the beginning of the year and on an on-going basis.	Student work, In-service sign-in sheets, classroom observations	Administration Math Coach
Math Routine	PK-5	District and Math Coach	K-5 and ESE teachers	August 2012 – on-going	Student work, In-service sign-in sheets, classroom observations	Administration Math Coach

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Resource Teacher	Resource Teacher Math/Reading (i.e. FCAT Explorer, Destination Math, etc.)	Title I (50% Math)	\$23,100.00
New Computers	Replace obsolete computers in 5 th Grade for online assessments	Title I	\$15,098.00
Subtotal: \$38,198.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Florida Conference for Teacher of Mathematics(FCTM)	Attend Conference	Title I	\$3,500.00
Common Core /Math Standards	Substitute stipends and benefits	Title I	\$1,500.00
Subtotal: \$5,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Family workshop materials	Consumable supplies/material	Title I	\$1,500.00
Math Coach	Improve student math levels	Title I	\$61,378.00
Subtotal: \$62,878.00			
Total: \$106,076.00			

2013 School Improvement Plan

Elementary Science Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. • Lack of multiple resources to meet the science NGSSS standards</p>	<p>1a.1. • Provide common planning time for team collaboration on various instructional strategies.</p>	<p>1a.1. • Grade Group Chair</p>	<p>1a.1. • Team Meeting Data Elements</p>	<p>1a.1. • Teacher Evaluation Framework</p>		
<p>Science Goal #1a: By June of 2013, 38% (36/95) of students in grade 5 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>33% (25/77) students achieved a Level 3 in science on the 2011-2012 FCAT assessment.</p>	<p>38 % (36/95) of students will achieve a Level 3 in science on the 2012-2013 FCAT assessment.</p>					
		<p>1a.2. • Time and funding for professional development</p>	<p>1a.2. • Implement and train teachers on the 5E lesson model as the standard for science instruction.</p>	<p>1a.2. • Science Committee • District</p>	<p>1a.2. • Professional development surveys</p>	<p>1a.2. • Teacher Evaluation Framework</p>	

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		<p>1a.3. • Opportunities for students to express their learning in regards to science content</p>	<p>1a3. • Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science. • Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. • Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. • Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. • Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards</p>	<p>1a.3. • Science • Teachers/Science • Chair/Administration</p>	<p>1a.3. • Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. • Monitor the use of nonfiction writing (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.) • After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs. • Conduct mini-assessments and utilize results to drive instruction. • Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p>	<p>1a.3. • Classroom Observations of student work during labs • Writing prompts • Benchmark Assessments • Science Fair Projects</p>	
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			as delineated in the District Pacing Guides.				
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i>	1b.1. • Train teachers to effectively implement Access Points.	1b.1. • Instructional staff will participate in department PLC opportunities	1b.1. • District PD Team • ESE Specialists • Administrative Team	1b.1. • Lesson Study observations and debriefing sessions	1b.1. • Lesson Study Documentation and Reflection Tools • FAA		
Science Goal #1b: By June of 2013, 0% (*) of students in grade 5 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:</u> •	<u>2013 Expected Level of Performance:</u> •					
	0% (*) students achieved a Level 4, 5 or 6 in science on the 2011/2012 FAA assessment	0% (*) students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment.					
		1b.2. • Opportunities for students to learn the language of science	1b.2. • Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1b.2. • Teachers • Administration	1b.2. • Review FAA data and review data on teacher made tests	1b.2. • FAA • Teacher made assessments	

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		1b.3. • Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1b.3. • Analyze reading data to provide appropriate leveled science text and materials for struggling students.	1b.3. • Teachers • Administration • ESE Specialist	1b.3. • Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1b.3. • Curriculum based assessments, review of lesson plans, classroom observations	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. • Elementary Science Teachers do not have a depth of Science background knowledge.</p>	<p>2a.1. • Develop Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards.</p> <p>•Use of Science Fusion and all included resources</p>	<p>2a.1. • LC Science Teacher Leaders</p>	<p>2a.1. • LC Meeting Data, Student Data from Formative Assessments</p>	<p>2a.1. • Benchmark Science Assessments, FCAT</p>		
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<p><u>Science Goal #2a:</u> By June of 2013, 19% (17/89) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013Expected Level of Performance:</u></p>					
	<p>11% (9/77) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.</p>	<p>19% (16/89) students will achieve a Level 4 or 5 in science on the 2012/2013 FCAT assessment.</p>					
		<p>2a.2. • Students need to master informational reading and nonfiction writing.</p>	<p>2a.2. • Infuse Science into the Literacy Block.</p>	<p>2a.2. • Classroom Teachers</p>	<p>2a.2. • Informal/Formal Observations, • Student Work, • Collaborative Grading Rubrics • Data from Student samples.</p>	<p>2a.2. • Writing Samples, FCAT Writing, Formative/Summative Assessments</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>2b.1. • Train teachers to effectively implement Access Points.</p>	<p>2b.1. • Instructional staff will participate in department PLC opportunities</p>	<p>2.1. • District PD Team • ESE Specialists • Administrative Team</p>	<p>2b.1. • Lesson Study observations and debriefing sessions</p>	<p>2b.1. • Lesson Study Documentation and Reflection Tools •FAA</p>		

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<u>Science Goal #2b:</u> By June of 2013, 0 % (*) of students in grade 5 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:</u>	<u>2013Expected Level of Performance:</u>					
	0 % (*) students achieved a Level 7 in science on the 2011/2012 FAA assessment.	0 % (*) students will achieve a Level 7 in science on the 2012/2013 FAA assessment.					
		2b.2. • Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment	2b.2. • Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills	2b.2. • Teachers • Administrators • ESE Specialist	2b.2. • Review of individual students pre/post test data • FAA	2b.2. • Data collection sheets • Teacher made assessments • FAA • Teacher observation using a rubric	
		2b.3. • Students have decoding challenges that will limit their processing and comprehension of Science information	2b.3. • Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills	2b.3. • Teachers • Administrators • ESE Specialist	2b.3. • Review of individual students pre/post test data • FAA	2b.3. • Teacher made assessments • FAA	

Science Professional Development

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Learning Community	PK-5	Site Science Facilitator/ District Science Contact	Grade Level Teachers	Monthly	Classroom Observations, Collaboration w/Grade Groups	Administration

Science Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Communities	Substitute teacher stipends and benefits	Title I	\$1,600.00
Subtotal: \$1,600.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Camp (Grades 4 and 5)	Stipends and benefits	Title I	\$4,500.00
Supplies for Science Camp	Consumables and supplies for investigations	Title I	\$750.00
Subtotal: \$5,250.00			
Total Budget: \$6,850.00			

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student						

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	Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.	1a.1. Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	1a.1. CCSS Site-based Grade Level Representative Team Members Assistant Principal	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.1. SLC Framework documentation		
<u>Writing Goal #1a:</u> By June 2013, 20% (80/89) of the students will score proficient as measured by FCAT 2.0 Writing. (89 Total Students)	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	In 2012, 20% (66/79) of the students scored 3.0 or higher as measured by FCAT 2.0 Writing.	By June 2013, 20% (80/89) of the students will score proficient as measured by FCAT 2.0 Writing.					

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		<p>Ia.2.</p> <ul style="list-style-type: none"> •Students appropriate use of conventions of writing and use of details that include high levels of vocabulary 	<p>Ia.2.</p> <ul style="list-style-type: none"> •Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing. 	<p>Ia.2.</p> <ul style="list-style-type: none"> •Administrative Team 	<p>Ia.2.</p> <ul style="list-style-type: none"> •Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 	<p>Ia.2.</p> <ul style="list-style-type: none"> •SLC Framework documentation 	
		<p>Ia.3.</p> <ul style="list-style-type: none"> •The lack of appropriate implementation according to the research supporting Write From the Beginning 	<p>Ia.3.</p> <ul style="list-style-type: none"> •K – 2 Teachers will participate in Lesson Study targeting Write From the Beginning lessons. 	<p>Ia.3.</p> <ul style="list-style-type: none"> •Literacy Coach 	<p>Ia.3.</p> <ul style="list-style-type: none"> •Lesson Study observations and debriefing sessions 	<p>Ia.3.</p> <ul style="list-style-type: none"> •Lesson Study Documentation and Reflection Tools 	
<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. (FL BSI) - Any number less than 15 (or any percent that represents fewer than 15 students) should be entered on the SIP as an asterisk*. <i>This is a requirement to protect student confidentiality since the SIP is a public document. Schools can work with their actual numbers internally but should not publish the numbers when they are small.</i></p>	<p>Ib.1.</p> <ul style="list-style-type: none"> •The lack of students' appropriate determination of writing structure 	<p>Ib.1.</p> <ul style="list-style-type: none"> •Incorporate read-alouds into lesson design to support guided writing practice. 	<p>Ib.1.</p> <ul style="list-style-type: none"> •Administrative Team •Literacy Coach •ESE Chair •Teacher 	<p>Ib.1.</p> <ul style="list-style-type: none"> •Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 	<p>Ib.1.</p> <ul style="list-style-type: none"> •SLC Framework documentation 		

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<u>Writing Goal #1b:</u> By June of 2013, * %(*) of students will score at 4 or higher on the Florida Alternate Assessment for Writing in Grade 4.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	In 2012, * % (*) of students scored at 4.0 or higher on the Florida Alternate Assessment for Writing in Grade 4.	By June of 2013, * % (*) of students will score at 4 or higher on the Florida Alternate Assessment for Writing in Grade 4.					
		Ib.2. • The lack of students' ability to sequence appropriately	Ib.2. •Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially.	Ib.2. •Administrative Team •Literacy Coach •ESE Chair •Teacher.	Ib.2. •Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	Ib.2. •SLC Framework documentation	
		Ib.3. •The lack of students' ability to identify main idea and details within a paragraph.	Ib.3. •Using sentence strips, students will practice sorting main idea and details into paragraphs.	Ib.3. •Administrative Team •Literacy Coach •ESE Chair •Teacher	Ib.3. •Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	Ib.3. •SLC Framework documentation	

Writing Professional Development

Professional						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	PK – 5	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team
Write From the Beginning	PK - 2	District Trainer	New teachers in K - 2	September 2012	Classroom Observation and Feedback	Administrative Team
Writing across the curriculum	PK-5	FLKRS Trainer	All Instructional personnel	September 2012 - ongoing	Scoring of prompts, portfolios	Administrative Team, coaches
Nancy Prizto	3 rd & 4 th	Nancy Prizto	3 rd -5 th Classroom Teachers	Oct. & Jan	Observation & Feedback	Administrative Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking Maps)	Binder of Resources	Title I	\$375.00
Subtotal: \$375.00			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking Maps)	Substitutes for 3 teachers x 3 days	Title I	\$675.00
Lesson Study	Substitutes for 4 teachers x 2 days	General Fund	\$720.00
Professional Writing Trainer	Writing Strategies	Title I	\$3,000
Subtotal: \$4,395.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Portfolios	Binders & Tabs	Title I	\$300.00
Writing Camp	Students in Grades 3 & 4 writing strategies	Title I	\$4,500.00
Supplies for Writing Camp	Papers, binders, pencils, misc.	Title I	\$500.00
Subtotal: \$5,300.00			
Total: \$10,700.00			

Attendance Goal(s)

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

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

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Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Attendance</p>	<p>1.1. <ul style="list-style-type: none"> • Socio-economic barriers (I.e. no transportation, no clean clothes, no uniforms, no alarms clocks, need for child care, etc.) • Truancy increased by 8% from the previous year. </p>	<p>1.1. <ul style="list-style-type: none"> • Continue an attendance mentor program and school wide incentive program • Continue a truancy incentive program. • Provide parent workshop on importance of attendance. • Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services. </p>	<p>1.1. <ul style="list-style-type: none"> • Guidance Counselor • Principal • Truancy Project Representative • School Social Worker • Attendance Committee • Assistant Principal </p>	<p>1.1. <ul style="list-style-type: none"> • Committee will review absences bi-weekly and will document improved attendance through district data collection instrument. • Sign-In Sheets • Bi-weekly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings. </p>	<p>1.1. <ul style="list-style-type: none"> • Skyward Attendance Reports • Sign-In Sheets • Truancy logs • Attendance rosters. </p>		

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<p>Attendance Goal #1:</p> <p>Our goal for this year is to increase attendance to 90%(573/620) 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.</p> <p>Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5% by June 2013.</p>	<p><u>2012 Current Attendance Rate:</u></p>	<p><u>2013 Expected Attendance Rate:</u></p>					
	<p>96% (533/540)</p>	<p>90% (573/620)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>24%(131/540)</p>	<p>19%(121/620)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>13%(71/540)</p>	<p>8% (61/620)</p>					

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		<p>1.2.</p> <ul style="list-style-type: none"> Parents lack awareness of the importance of attending school for entire day. Illnesses – excused absences have increased by 10% from previous year. 	<p>1.2.</p> <ul style="list-style-type: none"> Teachers maintain parent contact log and refer students to Attendance Committee Truancy Officer notified Provide parents with information for the KidCare program, Florida’s state insurance program for children. 	<p>1.2.</p> <ul style="list-style-type: none"> Administration Attendance Committee 	<p>2.</p> <ul style="list-style-type: none"> Review data bi-weekly Administrators will implement health education and health prevention strategies to be implemented throughout the school. 	<p>1.2.</p> <ul style="list-style-type: none"> Review data bi-weekly Attendance rosters 	
		<p>3.</p> <ul style="list-style-type: none"> Parents not aware of Pupil Progression Plan. 	<p>1.3.</p> <ul style="list-style-type: none"> Provide parents with information through newsletters, website, etc. 	<p>1.3.</p> <ul style="list-style-type: none"> Administration Attendance meetings 	<p>1.3.</p> <ul style="list-style-type: none"> Monthly newsletters Attendance meetings 	<p>1.3.</p> <ul style="list-style-type: none"> Parent Surveys 	

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

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Board Attendance Policies and the role of the Truancy Project	Pre-K-5	Truancy Project	Pre K-5	Monthly	Monthly	School Board Attendance Policies and the role of the Truancy Project
Truancy Prevention	K-5	Guidance Counselor/ Attendance Clerk	Guidance Counselor/ Attendance Staff/Teachers	September 2012	Weatherbee’s Truancy Intervention Program will be shared during the Professional Development. The Principal will monitor this implementation of the program.	Principal/ Counselor/ Attendance Clerk/Teachers

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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	Assistant Principal will create a Wellness Council to monitor implementation of this program recommended by the District Health/Wellness Coordinator and will align its goals/strategies with the Site Safety Committee	Administrators, School Nurse/ Health Aide, and Wellness Council

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Workshop	Guidance Counselor, Truancy Project Coordinator, Supplies and handouts	Title 1	\$500.00
Subtotal: \$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Budget Total: \$500.00			

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. • The total number of in-school and out-of-school suspensions decreased from 51 incidents during the 2010-11 school year to 39 in the 2011-12 school year, a decrease of 12 incidents. There are limited opportunities to recognize students for positive behavior.	1.1. • Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.	1.1. • Administrative team and PBS Core team or MTSS/RTI Core team	1.1. • Monitor behavior incident report and BIR monthly.	1.1. • PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly BIR/Skyward data reports.		

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Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 3% by June 2013.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	3/540 (1%)	2/586 (1%)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	3/540 (1%)	2/586 (1%)					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	42/540 (8%)	29/586 (5%)					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	42/540 (8%)	29/586 (5%)					
		1.2. • Parents lack of knowledge/ support of school-wide behavioral expectations	1.2. • Administration and Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.	1.2. • Administration • Counselor	1.2. • Monitor parent contact log for evidence of communication with parents of students who have been placed on in/ out of school suspension.	1.2. • Parent Contact Log, Parent sign in/ out log	

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		<p>1.3.</p> <ul style="list-style-type: none"> • Students bring contraband on the campus from home 	<p>1.3.</p> <ul style="list-style-type: none"> • Implementation of referral process developed 2012 (CICOMP) as a part of RTI process. As a part of CICOMP, mentors for students who are having difficulty with behavior (Tier 2/Tier 3) will build relationships that will allow them to remind students of school-wide expectations regarding knives or other materials that could be considered a weapon. 	<p>1.3.</p> <ul style="list-style-type: none"> • Administration • PBS Core Team • all faculty and staff 	<p>1.3.</p> <ul style="list-style-type: none"> • Decrease in number of incidents in which inappropriate objects/ materials are brought to school. 	<p>1.3.</p> <ul style="list-style-type: none"> • Decrease in the number of referrals and suspensions involving inappropriate objects / materials brought to school Skyward Data 	
		<p>1.4.</p> <ul style="list-style-type: none"> • Parents/Guardians have not realized their importance as Kids at Hope “Ace of Hearts” in the lives of their children. 	<p>1.4.</p> <ul style="list-style-type: none"> • Kids At Hope Parent Training will be held to build a support base for students at Weatherbee. 	<p>1.4.</p> <ul style="list-style-type: none"> • Administration • Kids at Hope Team • PBS Core Team 	<p>1.4.</p> <ul style="list-style-type: none"> • Sign in sheets for parent training sessions as well as Kids at Hope /Family Activities. 	<p>1.4.</p> <ul style="list-style-type: none"> • Survey for those parents participating in the Kids at Hope training/Climate Survey 	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>							
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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on PBS	K to 5th	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	August 6, 13 and 30 Monthly PD	Classroom Observations	Administration, Behavior Analyst and PBS Team
PD on MTSS/RTI	K to 5th	MTSS/RTI Core Team members	All faculty	August 16 th Monthly PD	Classroom Observations MTSS/RTI Team meets weekly MTSS/RTI Core Team Meeting	Administration, Guidance Counselor, Coaches
CHAMPS Refresher	Pre-K to 5 th	FDLRS	All Weatherbee Pre-K to 5 th grade instructional staff and paraprofessionals participated in the CHAMPS training refresher.	August 2012 October 2012	Specifically designed CHAMPS walk-through data sheets will be used to monitor classroom / school-wide implementation. In addition, administrators and district level staff will monitor transitions making sure that there is continual teaching and modeling of CHAMPS expectations. Feedback will be provided and shared with faculty and staff in order to continue the fidelity of the CHAMPS framework.	Administrators, District Staff and PBS Team
Kids at Hope	Pre-K to 5 th	Wendy Wolfe Christine Epps	All Weatherbee faculty and staff members will participate in Kids at Hope training.	August 2012 On-going	The PBS Team will join with the Kids at Hope trainers to implement an action plan to train adult “Treasure Hunters” and train parents/guardians on the importance of their role as an “Ace of Hearts”.	Administration, Kids at Hope Trainers, PBS Team
Kids at Hope Parent Training	Parents and Guardians All Staff Members	Mrs. Epps Ms. Avellino Mrs. Norris	Weatherbee Parents & Community Members	September 2012	Weatherbee parents and community members will join with the Kids at Hope trainers to build their involvement in the Kids at Hope belief system.	Administration, Kids at Hope Trainers, PBS Team

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PBS Training Refresher	All instructional staff and para-professionals	PBS Team members,	All Weatherbee Pre-K to 5 th grade instructional staff and paraprofessionals participated in the PBS training refresher.	August 2012 On-going	The PBS Team will meet twice a month in order to address behavioral data, curriculum for teaching expectations, and incentives for individual students as well as monthly school-wide incentives. Monthly communication will be delivered to faculty and staff members in order to monitor behavioral progress.	Administrators, District Staff and PBS Team
L.E.A.P.s Refresher	All instructional staff	District Consultant	All Weatherbee Pre-K to 5 th grade instructional staff will participate in LEAPS training.	Fall 2012	LEAPS is an on-line resource for character building and behavioral lessons to be used whole group or in a small group setting. Plans and specific reports used for Tier 2 and Tier 3 students will be submitted with the teacher's lesson plans. A copy of the reports will be submitted to the Problem Solving Team as a part of the RtI process.	Administrators, RTI Team and PBS Team

Suspension Budget

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train the Trainer (Parent Academy)	Kids at Hope Training registration fee	Title I	\$400.00
Parent Training for Kids at Hope	Handouts and consumable supplies	Title I	\$250.00
Increase parent communication	Paper, postage and printing cost	Title I	\$250.00
Subtotal: \$900.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Budget Total: \$900.00			

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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

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<p>1. Parent Involvement Parent Involvement Goal #1: <i>• Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1. <ul style="list-style-type: none"> • Time • Parents unable to attend </p>	<p>1.1. <ul style="list-style-type: none"> • Schedule events for various dates and times to accommodate parent schedules. </p>	<p>1.1. <ul style="list-style-type: none"> • Administration • Volunteer Coordinator </p>	<p>1.1. <ul style="list-style-type: none"> • Increased participation </p>	<p>1.1. <ul style="list-style-type: none"> • Sign-in Rosters • Golden School Award • 5-Star Recognition Award </p>		
<p>By June 2013, there will be a 10% increase in the number of parents, community members and families participating in school activities at Weatherbee as evidenced by the volunteer sign-in rosters. <i>Title I school will upload their PIP.</i></p>	<p><u>2012 Current level of Parent Involvement:</u></p>	<p><u>2013 Expected level of Parent Involvement:</u></p>					
	<p>8,500 hours</p>	<p>9,350 hours</p>					
		<p>1.2. <ul style="list-style-type: none"> • Parents perception that they do not have the skills or knowledge base to assist their children in school </p>	<p>1.2. <ul style="list-style-type: none"> • Provide parent workshops designed to assist in behavior, curriculum and assessments. </p>	<p>1.2. <ul style="list-style-type: none"> • Administration • Volunteer Coordinator • ESOL Contact • Literacy Coach • Math Coach • Translator </p>	<p>1.2. <ul style="list-style-type: none"> • Increased participation </p>	<p>1.2. <ul style="list-style-type: none"> • Sign-in Rosters • Golden School Award • 5-Star Recognition Award . </p>	

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		<p>1.3.</p> <ul style="list-style-type: none"> • Language barrier 	<p>1.3.</p> <ul style="list-style-type: none"> • Continue having the Rosetta Stone (RS) Lab open for parents to learn English two nights a week and provide translators (Spanish and Creole) for parent events 	<p>1.3.</p> <ul style="list-style-type: none"> • ESOL Contact • Rosetta Stone Lab • Facilitator •Administration 	<p>1.3.</p> <ul style="list-style-type: none"> • Increased participation 	<p>1.3.</p> <ul style="list-style-type: none"> • Parent Survey, • Recorded hours on RS program, • Sign-in Roster 	
		<p>1.4.</p> <ul style="list-style-type: none"> • Parents do not know how to interpret various assessment scores and how that relates to grade level expectations and their child's individual progress 	<p>1.4.</p> <ul style="list-style-type: none"> • Continue Student Led Conferences and invite parents to attend Student Led Conferences 	<p>1.4.</p> <ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coach • Math Coach 	<p>1.4.</p> <ul style="list-style-type: none"> • Increased participation in academic conferencing 	<p>1.4.</p> <ul style="list-style-type: none"> • Sign-In Rosters • Parent Survey 	

Parent Involvement Professional Development

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

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Rosetta Stone, FCAT, & Parenting Skills	K-5 Parents and Families	ESOL Contact and District ESOL Coordinator	K-5 Parents and Families	September 2012- Ongoing	Several follow-up meeting scheduled throughout the year.	ESOL Coordinator, Volunteer Coordinator, Administration
Title I Right to Know	K-5 Parents and Families	Administration	K-5 Parents and Families	August 29, 2012	Surveys	Administration

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<p>Reading Mathematics Writing Science Assessments</p>	<p>K-5 Parents and Families</p>	<p style="text-align: center;">List of Activities 2012-2013</p> <p>Aug. 17 Meet your teacher 20 Kids at Hope Tunnel 30 Title I Right to Know</p> <p>Sept. 10 Other Caring Luncheon K,2,4 11 Other Caring Luncheon 1,3,5,VPK 20 Parent Conference Night 27 Mariner of Month</p> <p>Oct. 18 Family Building Better Readers 31 Mariner of the Month</p> <p>Nov. 3 KAH Fall Festival 14 K-2 Honor Roll/Student Led Parent Conference 15 3-5 Honor Roll/Student Led Parent Conference 29 Mariner of the Month</p> <p>Dec. 13 FCAT Family Night 20 Mariner of the Month K-5 Parents and Families</p> <p>Jan. 31 Mariner of the Month</p> <p>Feb. 15 PBS Family Dance 28 Mariner of the Month</p> <p>Mar. 14 Math Night Publix 19 Mariner of the Month</p> <p>Apr. 11 Parent ESOL Night 12 Volunteer Breakfast 30 Mariner of the Month</p> <p>May 8 K-2 Honor Roll/Student Led Parent Conference 9 3-5 Honor Roll/Student Led Parent Conference 23 PBS KAH Talent Show 30 Mariner of the Month</p> <p>June</p>	<p>On-going</p>	<p>Provide follow-up parent activities throughout the year.</p>	<p>ESOL Coordinator, Volunteer Coordinator, Administration, Literacy Coach, Math Coach</p>
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Strategy	Description of Resources	Funding Source	Amount
Parent Involvements Night and Events	See Parent Involvement Plan for extensive list of activities	Title I	\$4,220.00
Increase Home and School Communications letters	Paper and printing school cost	Title I	\$1,100.00
Increase Home and School Communications	Postage for school mailing	Title I	\$1,000.00
Subtotal:\$6,320.00			
Grand Total: \$7,320.00			

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$102,481.00
Mathematics Budget	Total: \$106,076.00
Science Budget	Total: \$6,850.00
Writing Budget	Total: \$9,350.00
Attendance Budget	Total: \$500.00
Suspension Budget	Total: \$900.00
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: \$7,320.00
Additional Goals	Total:

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Grand Total:	\$233,477.00
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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

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The School Advisory Council met August 29, 2012 and adopted a monthly meeting calendar. Mrs. Yvonne Johnson presented information regarding School Advisory Council members' expectations and federal and state regulations.

Describe the projected use of SAC funds.	Amount
N/A	\$0