Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: St. Lucie West K-8	District Name: St. Lucie County
Principal: Pamela Dampier	Superintendent: Michael Lannon
SAC Chair: Lauren Wilson	Date of School Board Approval: October 9, 2012

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

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

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	Pamela Dampier	BS- Finance, Tuskegee University MEd- Educational Leadership, Florida Atlantic University Business 6-12 Educational Leadership K-12 Principal	9	13	2004 – A, AYP not met, FCAT Reading proficiency 66%, FCAT Math Proficiency 63% , Learning Gains in Reading 72%, Learning Gains in math 71%, Lowest 25% in Reading 78% 2005 – A, AYP not met FCAT Reading proficiency 63%, FCAT Math Proficiency 60% , Learning Gains in Reading 61%, Learning Gains in math 67%, Lowest 25% in Reading 63% 2006 – A, AYP not met FCAT Reading proficiency 66%, FCAT Math Proficiency 68% , Learning Gains in Reading 67%, Learning Gains in math 78%, Lowest 25% in Reading 70% 2007 – A, AYP not met FCAT Reading proficiency 64%, FCAT Math Proficiency 65% , Learning Gains in Reading 61%, Learning Gains in math 72%, Lowest 25% in Reading 66%, Lowest 25% in Math 70% 2008 – A, AYP not met FCAT Reading proficiency 69%, FCAT Math Proficiency 70% , Learning Gains in Reading 65%, Learning Gains in math 73%, Lowest 25% in Reading 64%, Lowest 25% in Math 67% 2009 – A, AYP not met FCAT Reading proficiency 66%, FCAT Math Proficiency 66% , Learning Gains in Reading 66%, Learning Gains in math 69%, Lowest 25% in Reading 69%, Lowest 25% in Math 69% 2010 – A, AYP not met FCAT Reading proficiency 73%, FCAT Math Proficiency 69% , Learning Gains in Reading 70%, Learning Gains in math 71%, Lowest 25% in Reading 63%, Lowest 25% in Math 75% 2011 – A, AYP not met. FCAT Reading Proficiency 77% , FCAT Math Proficiency 69% , Learning Gains in Reading 70% , Learning Gains in math 72% , Lowest 25% in Reading 77% , Lowest 25% in Math 69%.

Assistant Principal	John Keelor	BA- Elementary Education, Florida Atlantic University MEd- Educational Leadership, Florida Atlantic University Elementary K-6 Educational Leadership K-12	4	4	2009 – A, AYP not met FCAT Reading proficiency 66%, FCAT Math Proficiency 66% , Learning Gains in Reading 66%, Learning Gains in math 69%, Lowest 25% in Reading 69%, Lowest 25% in Math 69% 2010 – A, AYP not met FCAT Reading proficiency 73%, FCAT Math Proficiency 69% , Learning Gains in Reading 70%, Learning Gains in math 71%, Lowest 25% in Reading 63%, Lowest 25% in Math 75% 2011 – A, AYP not met. FCAT Reading Proficiency 77% , FCAT Math Proficiency 69% , Learning Gains in Reading 70% , Learning Gains in math 72% , Lowest 25% in Reading 77% , Lowest 25% in Math 69%.

Assistant Principal	Luvenia Morgan	B. S. Sociology, Clark College M. Ed. Educational Leadership, Nova South Eastern University Mathematics 5-9 Principal Certification – State of Florida	1	6	2006- B, AYP not met. FCAT Reading Proficiency 56%, FCAT Math Proficiency 51%, Writing Proficiency 81%. White and Hispanic subgroups met proficiency in reading. White subgroup met proficiency in math 2007 – D, AYP not met. FCAT Reading Proficiency 45%, FCAT Math Proficiency 41%, Writing Proficiency 81%, Science Proficiency 29%. White subgroup proficient in reading. No subgroups met proficiency in math. 2008- C, AYP not met. FCAT Reading Proficiency 49%, FCAT Math Proficiency 45%, Writing Proficiency 85%, Science Proficiency 26%. Only White subgroup met proficiency in reading and math. 2009 –C, AYP not met. Reading Proficiency 44%, FCAT Math Proficiency 39%, Writing Proficiency 84 %, Science Proficiency 20%. Subgroups did not meet proficiency in reading/ math. 2010 -C, AYP not met. FCAT Reading Proficiency 48%, FCAT Math Proficiency 44%, Writing Proficiency 81%, Science Proficiency 27%. Reading Gains 60%, Math Gains 66%, Lowest 25% Reading 67%, Lowest 25% Math 74%. 2011 – C, AYP not met. 2012- D, AYP not met.

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)
N/A					

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. Partnering new teachers with veteran staff	Assistant Principals	ongoing	
2. Meetings with new staff with administration	John Keelor, Assistant Principal	ongoing	
3. Provide appropriate professional development	Assistant Principals	ongoing	
4. Partnering new teachers with veteran staff	Assistant Principals	ongoing	

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
Alli Baranowski	Elem K-6	Grade 5	Complete necessary course work (ESOL)
Heather Blackard	Elem K-6	Language Arts	Complete necessary course work (ESOL) SAE Middle Grades English 5-9
Stephanie Braniff	Elem K-6	Grade 4	Complete necessary course work (ESOL)
Donald Branim	Ed. Leadership K-12 Elem K-6 MGI 5-9 ESE K-12	VE- Math	Complete necessary course work (ESOL)
Sarah Coles	Social Science 6-12 Elem K-6	Grade 3	Complete necessary course work (ESOL)

Alyssa Gibson	English 6-12	Language Arts Gifted	Complete necessary course work (Gifted)
Marcia Lindberg	Social Studies 6-12 Ed. Media Specialist PK-12 Music K-12 MG Social Science 5-9 Reading Endorsement Ed. Leadership K-12	Social Studies Gifted	Complete necessary course work (Gifted)
Heidi De La Cruz	Elem K-6 ESOL Endorsed MG Mathematics 5-9	Math 8/Gifted	Complete necessary course work (Gifted)
Brienna Gilliom	MG Int. Curriculum 5-9 MG English	Language Arts	Complete necessary course work (ESOL)
Kyle McKenna	Elem K-6	Grade 5	Complete necessary course work (ESOL)
Janie Roberts	Elem 1-6 ECE (Nursery –K)	Grade 4	Complete necessary course work (ESOL)
Lyn Mancini	Elem K-6 MG English 5-9 MG Social Studies 5-9 Ed Media Specialist PK-12 Reading Endorsement	Reading	Complete necessary course work (ESOL)
Mary McCracken	Elem K-6	Kindergarten	Complete necessary course work (ESOL)
Debby Peters	Elem K-6	Grade 5	Complete necessary course work (ESOL)
Sarah Rivas	Elem K-6	Grade 5	Complete necessary course work (ESOL)
Dawn Skogland	Emotionally Handicapped K-12 Technology Ed 6-12 Reading Endorsement	Technology Reading	Complete necessary course work (ESOL)
Lela Studivan	Elem K-6	Gifted Grade 5	Complete necessary course work (ESOL) Complete necessary course work (Gifted)
Jennifer Tremblay	Elem K-6 Family & Consumer Sci. 6-12	Careers 6-8	Complete necessary course work (ESOL)
Jennifer West-Hassell	Elem K-6 Primary Ed. K-3	Grade 2	Complete necessary course work (ESOL)
Sofia Yancey	Elem K-6	Grade 1	Complete necessary course work (ESOL)
Angela Zissel	Art K-12 MG English 5-9	Reading	Complete necessary course work (ESOL) SAE Elem K-6

Patricia Rodriguez	ESE K-12 Elem K-6	VE	Complete necessary course work (ESOL) SAE MG Math 5-9 SAE MG English 5-9 SAE MG Social Studies 5-9 SAE Biology 6-12

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
92	9.78% (9)	36.96 % (34)	26.09% (24)	27.17% (25)	32.61% (30)	NA	10.87% (10)	1.09% (1)	45.65% (42)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Yasmin Thomas-Dickey	Heather Blackard	Same Content	Monthly Site Based SHINE mtgs Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4

Michelle Fryer-Dommel	Lela Dantrassy	Gifted	Monthly Site Based SHINE mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Victoria Santeramo	Alli Baranowski	Elementary 4& 5	Monthly Site Based SHINE mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Dana Brightwell	Bethany Gallagher	Same Grade level	Monthly Site Based SHINE mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Dana Brightwell	Sophia Yancy	Same Grade level	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Tonya Schmidt	Teria Hines	Same Content & Grade level	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Robin Vergote	Melissa Mabry	Same Content	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4

Claudia Martin-Vegue	Heidi De La Cruz	Same Content	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Tonya Schmidt	Kathryn Smith	Same Content	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Chavonn Silas	Angela Zissel	Same Content	Monthly Site Based SHINE/NEST mtgs Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Dana Brightwell	Monica Ziegler	Same Grade Level	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Margaret Longworth	Lynn Mancini	Lang. Arts/Reading	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Robin Vergote	Kristy Peters	Same Content	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4

Mary McCracken	Kelly Behringer	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Irina Stephens	Rachel Lightman	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Jessica Bremmel	Rachel Brunks	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4 Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Jessica Bremmel	Cassie Migliore	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Angela Laite	Sarah Coles	Same Grade	Monthly Site Based SHIN/NEST mtgs Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Victoria Santeramo	Stephanie Braniff	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meets with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4

Kyle McKenna	Sarah Rivas	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Brienna Gilliom	Jill Dimeo	Same Grade	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Jaime Mazzo	Jonathan Still	Resource	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4
Diane Hanfmann	Patricia Rodriguez	Mentor has previous years experience in mentee's current assignment.	Monthly Site Based SHINE/NEST mtgs Mentor meet with Mentee 6-8 hrs. Qtr. 1 4-6 hrs. Qtr. 3, 2-4 hrs. Qtr. 3 & 1-2 hrs. Qtr. 4

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

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

- Assistant Principal: John Keelor
- Classroom Teacher: Jessica Bremer

- Guidance Counselor: Tabitha McAdoo
- ESE Specialist: Marisol Abrahante
- RtI/Behavior Specialist: TBD from District specialist
- Social Worker: Alice Lee
- Peripheral Team Members (invited as needed) are the PBS Core team members, Diagnosticians, School Psychologist, and outside agencies

*If school does not have this position, schools should appoint a representative with a strong knowledge base of that area.

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

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

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

RtI Core PST Chair	● Schedules and prepares agenda for Core PST meetings three to four times a school year ● Sends invitations and meeting agenda to all members and/or invitees ● Confirms that personnel responsible for presentations are prepared prior to the meeting ● Facilitates collegial conversation and consensus building while using the ***data driven "problem-solving"*** model. ● Keeps conversation on task and focused
Data Keeper	● Provides school-wide data in specialty area for all members to view ● Communicates curriculum, program, procedural or policy concern ● Initiates discussion of the interpretation of the data
Time Keeper	● Provides periodic updates to team member regarding the amount of time left to complete a given task
Recorder	● Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings ● Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval ● Following administrative approval and when appropriate, shares minutes with the school staff

Various School Teams

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

Group PST
Elementary

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

Middle

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

Teachers alone should not be making identification and intervention placement decisions without participation from the school counselor, administrator, and dean.

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

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

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

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

2. Managed data will include:

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

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

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Richard Everleth
Chavonn Silas
Tricia Hill
Yasmin Dickey
Desiree Hitchmon
Jennifer Tremblay
Kim Coons
Brienna Gilliom
Lauren Wilson
Pamela Dampier
John Keelor
Luvenia Morgan
Melody Skinner
Tabitha McAdoo
Marisol Abrahante
John Cartee
Venetia Moore
Ashley Helton
Lauren Kowalski
Roxanne Weiss
Melissa McLeod
Kyle McKenna
Jessica C Bremer
Christopher Ageeb

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

Our Literacy Leadership team meets monthly to discuss instructional best practices across the curriculum. The Literacy Leadership team has an active role in developing initiatives for the staff and providing professional development to our staff.

What will be the major initiatives of the LLT this year?
This year, the literacy leadership team will lead grade and department based Learning Communities. Also, they guide our family literacy night, CSI night, and math family nights as well as additional school based committees. The Literacy Leadership team will continue to work on common assessments, the literacy routine, St. Lucie County framework and differentiated instruction as well as provide support to their grade group, team, or department as necessary. In addition, Common Core and increased text complexity will be a focus.

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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		

1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards.	1a.1. Engage all teachers in ongoing Professional Development activities that develop awareness of Common Core State Standards, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process.	1a.1. Principal, Assistant Principal	1a.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.	1a.1 Results of common formative assessments, Benchmark tests, and FCAT 2.0.		
Reading Goal #1a: On the 2013 FCAT 2.0 Reading assessment, the percentage of students Grades 3-8 scoring at Level 3 will increase to 41% (367).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	31% (277) of students in Grades 3-8 scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 41%.					
		1a.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	1a.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	1a.2. Principal, Assistant Principal,	1a.2. Data from classroom observations using the SLC Framework	1a.2.1 Results of common formative assessments, Benchmark tests, and FCAT.	
		1a.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	1a.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning.	1a.3. Principal, Assistant Principal,	1a.3. Data from classroom observations using the SLC Frameworks	1a.3.1 Results of common formative assessments, Easy CBM, AIMS Webb, Benchmark tests, and FCAT.	

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Train teacher 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 Professional Development Surveys	1b.1. Lesson Study Documentation and Reflection Tools		
Reading Goal #1b: By June 2013,100 % (4) of students will score at a minimum of Level 4, 5, 6 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75% (3) of the students are at level 4, 5, and 6 on the FAA Reading Test.	By June 2013, 100% (4) of students will score at a Level 4, 5, 6 on the FAA Reading Test.					

		1b.2. *Discerning relevant details from a passage using auditory processing.	1b.2. *Daily read aloud practice to process and coach students based on appropriate access points.	1b.2. District Support Team Administration Teacher.	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.	1b.2. Teacher generated assessment based on IEP goals Brigance Assessment	
		1b.3. Students have processing challenges for recalling information and supporting details	1b.3. Use read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	1b.3. Administration Teacher.	1b.3. Students' written or oral responses	1b.3. Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	2a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	2a. 1.District Professional Development Team Administration Teacher	2a. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	2a.1. *SLC Framework *Administrative Classroom Walkthroughs		
Reading Goal #2a: On the 2013 FCAT 2.0 Reading assessment, the percentage of students in Grades 3-8 scoring at Levels 4 and 5 will increase to 43% (385).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance: *On the 2012 FCAT 2.0 Assessment, 33% (298) of students in Grades 3-5 scored at Achievement Levels 4 and 5 in Reading.	2013 Expected Level of Performance:* On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 43% (385)					

		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	2a.2. *District Professional Development Team Administration Teacher	2a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	2a.2. *SLC Framework *Administrative Classroom Walkthroughs	
		3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	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 Administration Teacher	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.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Train teachers to effectively implement Access Points.	2b.1 Instructional staff will participate in department LC opportunities.	2b.1 District PD Team ESE Specialists Administrative Team	2b.1 Lesson Study observations and debriefing sessions	2b.1. Lesson Study Documentation and Reflection Tools FAA		

Reading Goal #2b: By June 2013, 100% (4) of students will score at a Level 7 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75% (3) of the students are proficient at level 7 on the FAA Reading Test.	By June 2013, 100% (4) of students will score at a Level 7 on the FAA Reading Test.					
		2b.2. Limited schema with fiction, nonfiction, and informational texts	2b2. Students will be exposed to fiction, nonfiction and informational text and will be taught to identify the differences. Using Thinking Maps.	2b.2. District Professional Development Team 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 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		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	3a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	3a.1 1.District Professional Development Team Administration Teacher	3a.1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	3a.1. *SLC Framework *Administrative Classroom Walkthroughs		
Reading Goal #3a: By June of 2013, 75% of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	( ) of the made learning gains on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, 75% of the students 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 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	
		3a.3. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	3a.3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	3a.3. * District Professional Development Team Administration Teacher	3a.3. *The literacy 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.	3a.3. * Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT 2.0 assessment.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1. Train teachers to effectively implement Access Points.	3b.1 Instructional staff will participate in department LC opportunities.	3b.1 District PD Team ESE Specialists Administrative Team	3b.1 Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA		

Reading Goal #3b: By June of 2013, 100% (4) of the students will make learning gains on the 2012-2013 FAA Reading Test	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of the students made learning gains on the FAA Reading Test.	By June of 2013, 100% (4) of the will make learning gains on the 2012-2013 FAA Reading Test					
		3b.2. Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	3b.2. 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.	3b.2. District PD Team ESE Specialists Administrative Team	3b.2. Monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	3b.2. Teacher generated assessments and data collection tools FAA	
		3b.3 Students' lack of understanding the use of context clues to comprehend the text	3b.3 Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues.	3b.3 District Professional Development Team Administration Teacher	3b.3 Increased percentage of time students use new vocabulary appropriately	3b.3 Teacher generated assessments Brigance Assessment FAA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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 reading.	4A.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	4A.1. *Instructional staff will be Provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	4A1 1.District Professional Development Team Administration Teacher	4A.1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	4A.1. *SLC Framework *Administrative Classroom Walkthroughs		
Reading Goal #4a: By June 2013 75% of students in the lowest 25% will make learning gains on FCAT 2.0 Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	69% of students in the lowest 25% made learning gains on 2011-2012 FCAT 2.0 Reading Assessment.	By June 2013, 75% of students in the lowest 25% will make learning gains on the 2012-2013 FCAT 2.0 Reading Assessment.					
		4a. 2A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	4a.2. *District Professional Development Team Administration	4a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	4a.2. *SLC Framework *Administrative Classroom Walkthroughs	
		4a.3. *The students come to school with limited background knowledge.	4a.3. *Teachers will utilize ___ (insert resources identified in the Literacy Decision Tree) to support the development of background knowledge deficits. *St. Lucie County literacy routines will support background knowledge through read alouds.	4a.3. * District Professional Development Team Administration Teacher	4a.3. *Administration observation of effective implementation with feedback. *Teacher observation through of cooperative group discussions.	4a.3. * Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT 2.0 assessment. .	

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. Students are performing at one or more grade levels below 3rd grade requiring support in phonics and phonemic awareness strategies.	4b.1. The teacher will provide access to low tech and high tech assistive technology for support to provided differentiated instruction as written in the IEP supporting the student through access points.	4b.1. Teacher ESE Specialist AT Specialists (as deemed necessary by the IEP Team) Administration	4b.1. The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of effective use of phonics and phonemic awareness.	4b.1. Teacher observation Data Collected from use of Assistive Technology Brigance Assessment FAA		
Reading Goal #4b: By June 2013 _____ (students in the lowest 25% will make learning gains on FAA Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_____ in the lowest 25% made learning gains on FAA Reading.	By June 2013 _____ students in the lowest 25% will make learning gains on FAA Reading.					

		4b.2. Due to the severity of an individual student's disability, limited vocabulary restricts students from communicating and understanding expressive language.	4b.2. Students will be given the opportunity to make choices using concrete objects; real pictures and symbols paired with words to accommodate the individual's identified disabilities.	4b.2. Teacher ESE Specialist Administration	4b.2. The teacher will provide daily opportunities to use expressive language to communicate connections between words objects and symbols.	4b.2. Data Collection Teacher Observation Brigance Assessment FAA	
		4b.3 Due to the severity of an individual student's disability,, limited abilities to identify basic sight words provide Processing challenges within text.	4b.3. Students must have continuous repetition/practice when learning reading concepts.	4b.3. Teacher ESE Specialist Administration	4b.3. Students will be provided sight word lists reflecting text that they will practice for continuous repetition to increase word recall fluency.	4b.3. 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**	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 63% of students were proficient on the 2010-2011 FCAT Reading Assessment.	In June 2012, 65% of students were proficient in Reading increasing from the previous year by 2%.	By June 2013 69% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2014 72% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2015 75% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2016 78% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2017 82% of students will be proficient in Reading increasing from the previous year by 3%.
<u>Reading Goal #5A:</u> By June 2013 69% of students will be proficient in Reading increasing from the previous year by 4%							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1.	5B.1. * St. Lucie County Literacy routines will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core Practices to support student conversation to help combat students' misconceptions.	5B.1. * Teachers	5B.1. * Individual and collaborative review of student work	5B.1. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Reading assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		
Reading Goal #5B: By June 2013, students in various subgroups will increase their level of proficiency in Reading by at least 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 70% Black: 55% Hispanic: 62% Asian: 89% American Indian:	White: 73% Black: 59% Hispanic: 68% Asian: 93% American Indian:					

		5B.2. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5B.2. *Instructional staff will be provided professional development on Common Core Standards for Literacy Practices. (full staff, grade levels, teams, etc.)	5B.2. * District professional development team * Administration	5B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	5B.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		5B.3 *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5B.3 *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5B.3 * District professional development team * Administration	5B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5B.3 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5C.1. *Instructional staff will be provided professional development on Common Core Standards for Literacy . (full staff, grade levels, teams, etc.)	5C.1. * District professional development team * Administration	5C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Reading Goal #5C: By June 2013, 49% of the ELL population will score satisfactory in Reading on the 2012-13 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	40% of ELL population scored satisfactory in Reading on 2011-2012 FCAT 2.0.	49% of the ELL population will score satisfactory in Reading on the 2012-13 FCAT 2.0.					

	5C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 5C.3 Students come with limited academic language.	5C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5C.2 * District professional development team * Administration	5C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.2. * St. Lucie County framework * Administrative classroom walkthroughs	5C.2.	
		5C.3 Instructional staff will engage students in daily vocabulary activities.	5C.3 * Teachers * Instructional Leaders	5C.3 Academic vocabulary used by students in written and oral responses.	5C.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Reading assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	5C.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		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5D.1. *Instructional staff will be provided professional development on Common Core Standards for Literacy Practices. (full staff, grade levels, teams, etc.)	5D.1. * District professional development team * Administration	5D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Reading Goal #5D: By June 2013, 39 % of the SWD population will score satisfactory in Reading on the 2012-13 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% of SWD population scored satisfactory in Reading on 2011-2012 FCAT 2.0.	39% of the SWD population will score satisfactory in Reading on the 2012-13 FCAT 2.0.					

		5D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5D.2 * District professional development team * Administration	5D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.2. * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5E.1. *Instructional staff will be provided professional development on Common Core Standards for Literacy Practices. (full staff, grade levels, teams, etc.)	5E.1. * District professional development team * Administration	5E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5E.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Reading Goal #5E: By June 2013, 64% of the ED population will score satisfactory in Reading on the 2012-13 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% of ED population scored satisfactory in Reading on 2011-2012 FCAT 2.0.	64% of the ED population will score satisfactory in Reading on the 2012-13 FCAT 2.0.					
		5E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5E.2 * District professional development team * 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 walkthroughs	

Reading Professional Development

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
SLC Framework For Quality Instruction (Framework)	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Professional Learning Communities	Reading dept. and Grade Groups		Reading Dept. and grade groups.	Weekly on Wednesday	Classroom observation, mentoring	Administration
Lesson Study	Reading dept. and grade groups.		Reading Dept. and grade groups	3 cycles throughout the year	Classroom observation, mentoring	Administration

Reading Budget (Insert rows as needed)

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Substitutes to provide coverage	Title II Grant	2,000.00
Subtotal: 2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 2,000.00			

End of Reading Goals

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 need to learn both English as core content and social/spoken English in order to communicate effectively.	1. Language Experience Approach Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration/ /Team or Grade Level Leader	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA	
CELLA Goal #1: ***Based on the 2012 CELLA data, 74.3% of ELL students were proficient in Oral Skills. By June 2013, 85%of ELL students will score proficient in Oral Skills as measured by CELLA.***	2012 Current Percent of Students Proficient in Listening/Speaking: ***Based on the 2012 CELLA data, 74.3% of ELL students were proficient in Oral Skills.***					
		1.2.	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.	1.2. Administration/ /Team or Grade Level Leader	1.2. Classroom Observations utilizing the SLC Instructional Format	1.2. CELLA
		1.3.	1.3. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	1.3. Administration/ /Team or Grade Level Leader	1.3. Classroom Observations utilizing the SLC Instructional Format	1.3. CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/or Building Prior Knowledge.	2.1. Administration/ Team or Grade Level Leader	2.1. Formative Assessment	2.1. CELLA	
CELLA Goal #2: ***Based on the 2012 CELLA data, 38.6% of ELL students were proficient in Reading. By June 2013, 49 % of ELL students will score proficient in Reading as measured by CELLA.***	2012 Current Percent of Students Proficient in Reading : ***Based on the 2012 CELLA data, 38.6% of ELL students were proficient in Reading.***					
		2.2.	2.2. Reading aloud to students helps them develop and improve literacy skills.	2.2. Administration/ Team or Grade Level Leader	2.2. Timed Student Reading	2.2. CELLA

		2.3	2.3 Vocabulary with context clues.	2.3 Administration/ Team or Grade Level Leader	2.3 Formative Assessments	2.3 CELLA
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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/ /Team or Grade Level Leader	2.1. Journals	2.1. CELLA	
CELLA Goal #3: ***Based on the 2012 CELLA data, 35.7% of ELL students were proficient in Writing. By June 2013, 46% of ELL students will score proficient in Writing as measured by CELLA.***	2012 Current Percent of Students Proficient in Writing : ***Based on the 2012 CELLA data, 35.7%of ELL students were proficient in Writing.***					
		2.2.	2.2. Graphic Organizers	2.2. Administration/ Team or Grade Level Leader	2.2. Student Work	2.2. CELLA

		2.3	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/ Team or Grade Level Leader	2.3 Student Writing Samples	2.3 CELLA

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:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

Mathematics Goal #1a: By June 2013, 70% (213) of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60.5% (192) of the students in grades 3-5 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment.	By June 2013, 40% (68) 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 * 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 walkthroughs	

		1a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	1a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	1a.3. * District professional development team * Administration *Teacher	1a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	1a.3. * Student responses from teacher-made performance task items	
		1a4. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 – Number: Fractions	1a4. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. * Go Math! Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	1a4. * Administrators * Teachers	1a4. * 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.	1a4. * 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.	

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2a.1. * District professional development team * Administration *Teacher	2a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #2a: By June 2013, 40% (127) of students in grades 3-5 will score at level 4.5.6 on the FCAT 2.0 math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30% (96) 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, 40% (127) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					

		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 * District professional development team * 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 walkthroughs	
		2a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	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 * 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	
		2a4. *The area of deficiency is teacher understanding of extended thinking practices.	2a4. * GoMath! Grab-N-Go and Enrichment materials will be utilized for differentiated instructional * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	2a4 * Teachers * Administration	2a4. * Individual and collaborative review of student reflective logs	2a4. * 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.	

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #3a: By June 2013 75% of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	) of the students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 75% Of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					

		3a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2 * District professional development team * Math 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 walkthroughs	
		3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	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	
		3a4. *Teachers lack of use of manipulatives to demonstrate new concepts concretely.	3a4. * GoMath! Grab-N-Go materials * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations	3a4. * Teachers * Instructional coaches * Administration	3a4. * Individual and collaborative review of student reflective logs	3a4. * 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.	

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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 * 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 walkthroughs		
Mathematics Goal #4a: By June 2013) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	students in grades 3-5 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					

		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 * District professional development team * Math 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 walkthroughs	
		4a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	4a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	4a.3. * District professional development team * Instructional coaches * Administration	4a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	4a.3. * Student responses from teacher-made performance task items	
4a4. *	4a4.	4a4 Students lack the foundation of number sense.	4a4. * GoMath! RtI Support * Think Central Strategic Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	4a4. * Teachers * Administration	4a4. * Individual and collaborative review of student reflective logs	4a4. .* 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.	

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.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		

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School 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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1a.1. * District professional development team * Administration *Teacher	1a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1a.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Mathematics Goal #1a: *By June 2013, 69% (399) of students in grades 6-8 will score at level 3 or higher on the FCAT 2.0 math test.* .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% (344) of the students in grades 6-8 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment.	*By June 2013, 69% (399) of students in grades 6-8 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 * 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 walkthroughs	

		1a3. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 1 – Fractions, Ratios, Proportional Relationships, and Statistics	1a3. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase opportunities for students to use ratios in the real world setting. Move beyond the surface level of statistics and have students determine the appropriate use of central tendencies. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. * Math Connects Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	1a3. * Administrators * Teachers	1a3. * 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.	1a3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	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		
Mathematics Goal #1b: By June 2013, 100% (4) of students in grades 6-8 will score at a Level 4, 5, 6 on the FAA Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75% (3) of the students in grades 6-8 are proficient at level 4, 5, 6 on the FAA Reading Test	By June 2013, 100% (4)) of students in grades 6-8 will score at level 4.5.6 on the FAA math test.					
		1b.2. Students limited in basic math skills based on their cognitive impairment	1b.2. Using research based strategies; instructional staff will provide direct instruction in basic math concepts embedding opportunities for re-teaching, to acquire mastery of targeted skills and repetition to maintain skills.	1b.2. Teacher Administration	1b.2. Teacher lessons that reflect access points using basic math skills.	1b.2 FAA Brigance Assessment, Data Collection Observation.	

		1b.3. Students are deficient in multi-step problem solving skills to solve high level math problems.	1b.3 The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems.	1b.3. Teacher Administrator	1b.3. Teacher lessons that reflect access points using multi step problem solving strategies	1b.3. FAA Brigance Assessment, Data Collection Observation.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2a.1. * District professional development team * Administration *Teacher	2a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2a.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Mathematics Goal #2a: By June 2013, 34 %(196) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (141) of the students in grades 6-8 are proficient at Level 4 or 5 on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 34% (196) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 * District professional development team * 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 walkthroughs	

		2a3. *The area of deficiency is teacher understanding of extended thinking practices.	2a3. * Math Connects 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	2a3 * Teachers * Instructional coaches * Administration	2a3 * Individual and collaborative review of student reflective logs	2a3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1. Students are deficient in basic algebra and geometry needed to solve high level math problems.	2b.1. Teacher will develop instructional strategies for functional real world application in a school, work or home setting	2b.1. Teacher Administration	2b.1. Teacher lessons designed using the access points using algebra and geometry applications	2b.1. FAA Brigance Assessment Data Collection Observation		

Mathematics Goal #2b: By June 2013, 50% (2) of students in grades 6-8 will score at a Level 7 on the FAA Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (1)of the students in grades 6-8 are proficient at level 7 on the FAA Math Test.	By June 2013, 50% (2) of students in grades 6-8 proficiency level 7 score on the FAA math test.					
		2b.2. Students are deficient in multi-step problem solving skills to solve high level math problems.	2b2. The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems	2b.2. Teacher Administrator	2b.2. Teacher lessons that reflect access points using multi step problem solving strategies	2b.2. FAA Brigance Assessment, Data Collection Observation.	
		2b.3 Train teachers to effectively implement Access Points. .	2b.3 Instructional staff will participate in department PLC opportunities.	2b.3 District PD Team ESE Specialists Administrative Team	2b.3 Lesson Study observations and debriefing sessions	2b.3 Lesson Study Documentation and Reflection Tools FAA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #3a: By June 2013, 75% the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	_____of the students in grades 6-8 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 75% of the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs	
		3a.3. *Teachers lack of use of manipulatives to demonstrate new concepts concretely.	3a.3. * Math Connects Explore section 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	3a.3. * Teachers * Administration	3a.3. * Individual and collaborative review of student reflective logs	3a.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	**3b.** Train teachers to effectively implement Access Points.	3b.1. Instructional staff will participate in department PLC opportunities	3b.1. District PD Team ESE Specialists Administrative Team	3b.1. Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA		
Mathematics Goal #3b: By June of 2013, 100% (1)of the students in grades 6-8 will make learning gains on the 2012-2013 FAA Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	None of the students in grades 6-8 made learning gains on the FAA Math Test.	**By June of 2013,100% (1) of the students in grades 6-8 will make learning gains on the 2011-2012 FAA Math Test.**					

		3b.2. Due to the nature and severity of individual student's disability, students are challenged with processing and application of math concepts	3b.2. Students must have continuous repetition/ practice when learning math concepts	3b.2. District PD Team Teachers Administration	3b.2. Students will participate in a daily practice with digestible bites delivered of each concept and provided practice to demonstrate understanding.	3b.2. Teacher generated assessments calibrated to levels of access points showing demonstration of proficiency FAA Brigance Assessment	
		3b.3. Due to the nature and severity of individual student's disability, students are challenged to effectively communicate their thought processes through written/ oral language	3b.3. Students will be provided with visual choices to support mathematical thinking to solve problems.	3b.3. Teacher Administration	3b.3. Students will provide a variety of visuals to support their thinking through problem solving equations.	3b.3. Teacher generated assessments Teacher observation FAA	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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 * Administration	4a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	4a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #4a: By June 2013 75% students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	students in grades 6-8 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	*By June 2013 75% students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.*					

		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 * District professional development team * 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 walkthroughs	
		4a.3 *Students lack the foundation of number sense.	4a.3. * Intensive Math Classes * Destination Success or Math Triumphs intervention programs will be used to support students understanding of foundational skills. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	4a.3. * Teachers * Administration	4a.3. * Individual and collaborative review of student reflective logs	4a.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1. Train teachers to effectively implement Access Points.	4b.1. Instructional staff will participate in department PLC opportunities.	4b.1. District PD Team ESE Specialists Administrative Team	4b.1. Lesson Study observations and debriefing sessions	4b.1. Lesson Study Documentation and Reflection Tools FAA		
Mathematics Goal #4b: By June 2013 , 100% (1) students in grades 6-8 in the lowest 25% will make learning gains on FAA Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No students in grades 6-8 in the lowest 25% made learning gains on FAA Math	By June 2013 100% (1) students in grades 6-8 in the lowest 25% will make learning gains on FAA Math.					

		4b.2. Due to the students multiple impairments they are unable to retain and recall information or effectively communicate and solve problems.	4b.2. Instructional staff will use multi-modalities to teach basic math skills	4b.2. Teacher Administration	4b.2. Collect data on a data collection sheet as stated in IEP goals	4b.2. Data collection sheet Brigance Assessment FAA	
		4b.3 Limited abilities to apply basic facts and concepts when solving basic math problems.	4b.3 Students must be afforded multiple opportunities for re-teaching in order to gain mastery of skills and must have continuous repetition/practice when learning math concepts.	4b.3. Teacher ESE Specialist Administration	4b.3. Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts by using lo tech or high tech assistive technology or visual math manipulatives	4b.3. 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**	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 59% of students were proficient on the 2010-2011 FCAT Mathematics Assessment	In June 2012, 61% of students were proficient in Mathematics increasing from the previous year by 2 %.	By June 2013 66% of students will be proficient in Mathematics increasing from the previous year by 5%.	By June 2014 69% of students will be proficient in Mathematics increasing from the previous year by 3%.	By June 2015 73% of students will be proficient in Mathematics increasing from the previous year by 4%.	By June 2016 76% of students will be proficient in Mathematics increasing from the previous year by 3%.	By June 2017 80% of students will be proficient in Mathematics increasing from the previous year by 4%.

Mathematics Goal #5A: By June 2013 66% of students will be proficient in Mathematics increasing from the previous year by 5%.							
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		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: made target Hispanic: made target Asian: made target American Indian: made target Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting category 2- Expressions, equations and functions for our 8th grade students.	5B.1. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices to support student conversation to help combat students' misconceptions.	5B.1. * Teachers	5B.1. * Individual and collaborative review of student work	5B.1. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		

Mathematics Goal #5B: By June 2013, 71% of white students 66% of Hispanic students, and 53% of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66% of white students, 59% of Hispanic students, and52% of black students were proficient on the 2011-2012 FCAT 2.0 Mathematics assessment. White: made target Black: Hispanic: made target Asian: made target American Indian: made target	By June 2013, 71% of white students,66% of Hispanic students, and 53%) of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment. White: made target Black: Hispanic: made target Asian: made target American Indian: made target					

		5B.2. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5B.2. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5B.2. * District professional development team * Administration	5B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	5B.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		5B.3 *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5B.3 *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5B.3 * District professional development team * Administration	5B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5B.3 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5C.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5C.1. * District professional development team * Administration	5C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #5C: By June 2013, 41% of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	40% of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 41% of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.					

		5C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5C.2 * District professional development team * Administration	5C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		5C.3 Students come with limited academic language.	5C.3 Instructional staff will engage students in daily vocabulary activities.	5C.3 * Teachers * Instructional Leaders	5C.3 Academic vocabulary used by students in written and oral responses.	5C.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5D.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5D.1. * District professional development team * Administration	5D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #5D: By June 2013,37% of SWD students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% of SWD students made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 37% of SWD students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.					

		5D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5D.2 * District professional development team * Administration	5D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		5D.3 Students struggling with multi-step problem solving.	5D.3. Provide students with ways to break down the problems into digestible bites using Thinking Maps and other graphic organizers.	5D.3. Teachers	5D.3. * Observation of student independently applying step-by-step problem solving	5D.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5E.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5E.1. * District professional development team * Administration	5E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5E.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Mathematics Goal #5E: By June 2013, 60% of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56% of economically disadvantaged students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	By June 2013, 60% of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		5E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5E.2 * District professional development team * 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 walkthroughs	

		5E.3 Students lack the schema necessary to solve real-world problems.	5E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	5E.3 *Teachers	5E.3 *Observation of appropriate use of vocabulary in student written and oral Language.	5E.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat 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		

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	N/A						
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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		
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.							
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC 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		

1. Students scoring at Achievement Level 3 in Algebra.	1.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1. * District professional development team * Administration *Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #1: *By June 2013, 90% (30) students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88% (38) of the students enrolled in Algebra I was proficient at level 3 or above on the Algebra I EOC.	*By June 2013, 90 %(30) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.*					

		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2 * District professional development team * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		1.3. According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.	1.3. Provide additional practice in solving and graphing quadratic equations that involve real world applications. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	1.3. Administrators Department head Teachers	1.3. * Individual and collaborative review of student work	1.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #2: By June 2013, 90% (30) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88 % (38) of the students enrolled in Algebra I are proficient at Level 4 or 5 on the 2011-12 Algebra I EOC assessment.	By June 2013, 90% (30) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.					

		2.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2 * District professional development team * Administration *Teacher	2.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2.2 * St. Lucie County framework * Administrative classroom walkthroughs	
		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3 * Pearson enrichment materials will be utilized for differentiated instruction. * 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	2.3 *Teachers *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
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**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

Algebra Goal #3A: AMO data was not provided on students taking the Algebra EOC in June 2012.							
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		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Black: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Hispanic: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Asian: American Indian:	3B.1. Provide all students with more practice in solving real world problems to explore and apply the use of system of equations. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. *Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	3B.1. *Teachers *Department Heads *Administration	3B.1. * Individual and collaborative review of student reflective logs	3B.1. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		

Algebra Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3B.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3B.2. * District professional development team * Administration *Teacher	3B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3 * District professional development team * Administration *Teacher	3B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3B.3 * St. Lucie County framework * Administrative classroom walkthroughs	

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

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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3C.1. * District professional development team * Administration *Teacher	3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3C.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3C:	*2012 Current Level of Performance:**	2013 Expected Level of Performance:*					
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. * District professional development team * Administration *Teacher	3C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3C.2. * St. Lucie County framework * Administrative classroom walkthroughs	

		3C.3 Students come with limited academic language.	3C.3 Instructional staff will engage students in daily vocabulary activities.	3C.3 * Teachers	3C.3 Academic vocabulary used by students in written and oral responses.	3C.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I EOC 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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3D.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3D.1. * District professional development team * Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D.2. * District professional development team * Administration *Teacher	3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3D.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I EOC 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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1. * District professional development team * Administration *Teacher	3E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Algebra Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3E.2. A broad range of knowledge and abilities To implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.2. * District professional development team * Administration *Teacher	3E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3E.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3E.3 Students lack the schema necessary to solve real-world problems.	3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	3E.3 *Teachers	3E.3 *Observation of appropriate use of vocabulary in student written and oral Language.	3E.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC 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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1. * District professional development team * Administration *Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Geometry Goal #1: By June 2013, 80% of students currently enrolled in Geometry will score 70% or higher on the Geometry EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Geometry EOC assessment indicate that 50% (18) students scored in the upper third (Levels 3-5).	***80% of students enrolled in Geometry will score 70% or higher on the Geometry EOC.***					
		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2 * District professional development team * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2. * St. Lucie County framework * Administrative classroom walkthroughs	

		1.3. According to the 2012 Geometry EOC Reporting categories, students struggled with three-dimensional geometry.	1.3. Develop guidelines for students to use descriptive language to communication learned concepts and identify misconceptions. Provide students with models, both digital and tangible to enable students to see the effects of changing dimensions.	1.3. Department Heads Teachers	1.3. * Individual and collaborative review of student work	1.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

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

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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #2: By June 2013, 50% of students enrolled in Geometry will score 70% or higher on the Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	The results of the 2012 Geometry EOC assessment indicate that 50% (18) students scored in the upper third (Levels 3-5).	***60% of students enrolled in Geometry will score 70% or higher on the Geometry EOC.***					
		2.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2 * District professional development team * Administration *Teacher	2.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2.2 * St. Lucie County framework * Administrative classroom walkthroughs	

		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3 * Pearson enrichment materials will be utilized for differentiated instruction. * 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	2.3 *Teachers *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

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	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: AMO data was not provided on students taking the Geometry EOC in June 2012.							
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		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian: The reporting category, students struggled the most on the Geometry EOC assessment was Reporting Category 1- Two Dimensional Figures.	3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid. Provide teachers with support in assisting a student in exploring geometric properties to justify measures and characteristics of polygons. * 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	2.3 *Teachers *Department Heads *Administration	2.3 *Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3B.2. * District professional development team * Administration *Teacher	3B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2. * St. Lucie County framework * Administrative classroom walkthroughs	

		3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3 * District professional development team * Administration *Teacher	3B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3B.3 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (Full staff, grade levels, teams, etc.)	3C.1. * District professional development team * Administration *Teacher	3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3C.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		BC.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	BC.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	BC.2. * District professional development team * Administration *Teacher	BC.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	BC.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		BC.3 Students come with limited academic language.	BC.3 Instructional staff will engage students in daily vocabulary activities.	BC.3 * Teachers	BC.3 Academic vocabulary used by students in written and oral responses.	BC.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC 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		

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3D.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3D.1. * District professional development team * Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D.2. * District professional development team * Administration *Teacher	3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3D.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC 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		

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1. * District professional development team * Administration *Teacher	3E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		3E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.2. * District professional development team * Administration *Teacher	3E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3E.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3E.3 Students lack the schema necessary to solve real-world problems.	3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	3E.3 *Teachers	3E.3 *Observation of appropriate use of vocabulary in student written and oral Language.	3E.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

End of Geometry EOC Goals

Mathematics Professional Development

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
Professional Learning Communities	Department or grade group	Department head or grade chair.	Math department and grade groups	Weekly on Wednesdays		
Lesson Study	Department or grade group	Department head or grade chair.	Math department and grade groups	3 cycles throughout the year		
SLC Framework For Quality Instruction (Framework)	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

Elementary and Middle School Science Goals

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

Elementary and Middle 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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Lack of multiple resources to meet the science NGSSS standards	1a.1. Provide common planning time for team collaboration on various instructional strategies.	1a.1. Grade Group Chair	1a.1. Team Meeting Data Elements	1a.1. Teacher Evaluation Framework		
Science Goal #1a: By June of 2013, 52% (158) of students in grade 5 and 8 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	42% 127 students achieved a Level 3 in science on the 2011-2012 FCAT assessment.	52% (158) of students will achieve a Level 3 in science on the 2012-2013 FCAT assessment.					
		1a.2. Time and funding for professional development	1a.2. Implement and train teachers on the 5e lesson model as the standard for science instruction.	1a.2. Science Committee/ District	1a.2. Professional development surveys	1a.2. Teacher Evaluation Framework	

		1a.3. Opportunities for students to express their learning in regards to science content	1a.3. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science. 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.	1a.3. Science Teachers/Science Chair/ Administration	1a.3. Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. Monitor the use of nonfiction writing (e.g., 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.	1a.3. Classroom Observations of student work during labs Writing prompts Benchmark Assessments Science Fair Projects	

1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	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 2013,100 % (3) of students in grade 8 will score at a Level 4, 5, 6 on the 2012-2013 FAA Science Assessment. •	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%(2) students achieved a Level 4, 5or 6 in science on the 2011/ 2012 FAA assessment	100% (3) 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. Teacher Administration	1b.2. Review FAA data and review data on teacher made tests	1b.2. FAA Teacher made assessments	
		1b.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1b.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	1b.3. Teacher Administration ESE Specialist	1b.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1b.3. Curriculum based assessments, review of lesson plans, classroom observations	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Variance of instructional staff's background knowledge in science.	2a.1. Develop Professional Learning Communities (PLC) of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards. Use of Science Fusion and all included resources	2a.1. PLC Science Teacher Leaders	2a.1 PLC Meeting Data, Student Data from Formative Assessments	2a.1. Benchmark Science Assessments, FCAT		

Science Goal #2a: By June of 2013, 22% (67) of students in grades 5 and 8 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	12% (37) students achieved a Level 4 or 5 in science on the 2011/ 2012 FCAT assessment.	22% (67) students will achieve a Level 4 or 5 in science on the 2012/ 2013 FCAT assessment.					
		2a.2. Students need to master informational reading and nonfiction writing.	2a.2. Infuse Science into the Literacy Routine.	2a.2. Classroom Teachers	2a.2. Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	2a.2. Writing Samples, FCAT Writing, Formative/Summative Assessments	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1. Train teachers to effectively implement Access Points.	2b.1. Instructional staff will participate in department PLC opportunities	2.1. District PD Team ESE Specialists Administrative Team	2b.1. Lesson Study observations and debriefing sessions	2b.1. Lesson Study Documentation and Reflection Tools FAA		

Science Goal #2b: By June of 2013, 67%(2) of students in grade 8 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	33%(1) students achieved a Level 7 in science on the 2011/ 2012 FAA assessment.	67% (2) 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	

Florida Alternate Assessment High School Science Goals

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

High School 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		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	N/A						
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.							
Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC 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		
1. Students scoring at Achievement Level 3 in Biology.	N/A						
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.							
Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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
Grades 6-8 NGSSS Benchmarks	Grades 6-8	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Science Fair Project Process	Grades 6 - 8	Science Supervisor	Grade level	October-May	Follow-up training, student work samples	Administration

Professional Learning Communities	Department or grade group	Department head or grade chair.	Science department and grade groups	Weekly on Wednesdays		
Lesson Study	Department or grade group	Department head or grade chair.	Science department and grade groups	3 cycles throughout the year		

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			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Substitutes to provide coverage	Title II Grant	2,000.00
Subtotal: 2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 2,000.00			

End of Science Goals

Writing Goals

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

Writing 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		
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.	1a.1. Conduct site based professional development to deepen understanding of Writing curriculum and expectations.	1a.1. CCSS Site-based Grade Level/ Department Representative Team Member (s) and Assistant Principal	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1a.1. SLC Framework documentation FCAT 2.0 Writing Assessment		

Writing Goal #1a: By June 2013, 75% (220) of the students will score proficient as measured by FCAT 2.0 Writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In 2012, 61% (178) of students scored 3.5 or higher on the FCAT Writing Assessment.	By June 2013, 75% (220) will score 3.0 or higher on the FCAT 2.0 Writing Assessment.					
		1a.2. Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary	1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.2 Administrative Team	1a.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1a.2. SLC Framework documentation FCAT 2.0 Writing Assessment	
		1a.3. Identification of resources to support the use of writing exemplars in the design of lesson plans	1a.3. Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using exemplars.	1a.3.	1a.3. Lesson Study observations and debriefing sessions	1a.3. Lesson Study Documentation and Reflection Tools	

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. Students' appropriate determination of writing structure	1b.1. Incorporate read-alouds into lesson design to support guided writing practice.	1b.1. Administrative Team ESE Chair Teacher	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1b.1. SLC Framework documentation		
Writing Goal #1b: 100% (3) of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (3) scored at 4.0 or higher on the writing portion of the Florida Alternate Assessment.	100 %(3) will score at 4.0 or higher on the writing portion of the Florida Alternate Assessment.					

		1b.2. Students' ability to sequence appropriately	1b.2. Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially.	1b.2 Administrative Team ESE Chair Teacher.	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1b.2. SLC Framework documentation	
		1b.3. Students' ability to identify main idea and details within a paragraph.	1b.3. Using sentence strips, students will practice sorting main idea and details into paragraphs.	1b.3. Administrative Team ESE Chair Teacher	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1b.2. SLC Framework documentation	

Writing Professional Development

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
Anchor Standards	Grades 4 & 8	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team
Professional Learning Communities	Language Arts Department and Grade groups	Department head or grade chair	Department or grade	Weekly on Wednesdays		

Lesson Study	Language Arts Department and Grade groups	Department head or grade chair	Department or grade	3 cycles for the school year.		

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Substitutes for 5 teachers x 3 days	General Fund	$675.00
Subtotal: $675.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC 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		

1. Students scoring at Achievement Level 3 in Civics.	1.1. Student reading ability	1.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. Provide opportunities for students to participate in project-based learning activities, including Project Citizen.	1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	1.1. Pre and interim assessments SLC Civics final exam SLC Framework. FCAT reading.		

Civics_Goal #1: By the end of the year, 50% of students 220 will score 70% or higher on the Civics SLC final exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students 220 will score 70% or higher on the Civics SLC final exam.					

		1.2. Teachers' effective use of instructional strategies	1.2 **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.2. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.2. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.	

		1.3. Student background knowledge	1.3. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ2 Elements 6, 8, 12, and 15 for teachers to establish background knowledge. In the long-term, have teachers in grades 3-5, utilize District-recommended lesson plans with assessments aligned to identified Civics benchmarks to maximize opportunities for students to master content.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. SLC Civics final exam data. SLC Framework.	
		1.4. Students have limited understanding of civic engagement.	1.4. Students will participate in the research-based program "Project Citizen." Emphasis will be on an in-depth understanding of citizen engagement in a public policy issue. DQ4 Elements 21, 22, and 23.	1.4. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.4. School and district assessments will be administered to monitor student progress along with evaluation of the Project Citizen portfolio as determined by use of the common rubric.	1.4. Pre and interim assessments SLC Civics final exam SLC Framework. Individual class Project Citizen Portfolio including 5-step process and student writing samples.	
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		

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. Student motivation and seeing course content as relevant.	2.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ5 Elements 25, 29, and 32. Provide opportunities for students to write to inform and to persuade. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	2.1. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.		

Civics Goal #2: By the end of the year, 50% of students 220 will score 70% or higher on the Civics SLC final exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students 220 will score 70% or higher on the Civics SLC final exam.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Grades 3-5 Civics Benchmarks	Grades 3-5 and 7	Grade/Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Civics DBQ Project/ CIS	Grade 7	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration
Project Citizen	Grade 7	PC Trainer	Grade level	August-January	Portfolio	Administration
Professional Learning Communities	Social Studies Department	Department head	Department	Weekly on Wednesdays		
Lesson Study	Social Studies Department	Department head	Department	3 cycles for the school year.		

Civics 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
Civics DBQ/CIS	Class set of materials and teacher resources	Title I/Title II	$650/set
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:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC 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		

1. Students scoring at Achievement Level 3 in U.S. History.	N/A						
U.S. History Goal #1: .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.							
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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
US History DBQ Project/CIS	Grade 11	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration

U.S. History 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:			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	**Problem-solving Process to Increase Attendance**						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Attendance	1.1. Truancy increased by 8% from the previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services.	1.1. Assistant Principal	1.1. Bi-weekly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings.	1.1. Truancy logs and attendance rosters.		
Attendance Goal #1: Our goal for this year is to increase attendance to 95% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated by June 2013. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5% by June 2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%	95%					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	456	300					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	456	100					
		1.2. Illnesses – excused absences have increased by 10% from previous year.	1.2. Provide parents with information for the KidCare program, Florida's state insurance program for children.	1.2. Administrators	1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters	
		1.3. Students unsupervised at home before school.	1.3 Provide information about before/after school care through school website, flyers, Meet the Teacher program, and ConnectEd.	1.3. School's webmaster, Teachers and Administration.	1.3 Review Quarterly Skyward reports	1.3 Skyward reports. Parent notes and tardy notebook.	
		1.4Lack of parental involvement due to social economic factors/ stresses.	1.4 Letters mailed/ phone call home to parent(s) after minimum number of absences. Increased contact with the Guidance Counselor	1.4 Attendance Clerk and Social Worker (if needed)	1.4 Attendance rates/report of Parent/Teacher conferences, School-wide events and Volunteer roster.	1.4 Guidance Dept. meeting log and parent conference request log, ESE Dept. meeting log and Sign-in sheets.	
		1.5 Bullying/Peer pressure	1.5 Provide classroom guidance and individual/small group counseling.	1.5 Guidance Counselors	1.5 Discipline data review by Deans and RtI-B (PBS) Committee	1.5 Skyward report (monthly)	

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K12	Student Services/ District staff	All counselors and attendance staff	September 26, 2012	A truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor this implementation of the program.	Assistant Principal and Counselor
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/ nurse	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/ Health Aide, and wellness council
Bullying Prevention	K-8	Guidance & Deans	All faculty and staff	August 20, 2012: Staff retreat	Review of bullying complaint forms submitted	Guidance and Deans

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

Truancy Prevention	Provide incentives for students with improved attendance.		
Best Practices and Model Truancy Programs **Reimer, M. S., & Dimock, K. N.**	This publication focuses on those programs, approaches, and strategies that have already demonstrated success. Six critical components of successful truancy intervention programs are identified. This is the first publication in the *Truancy Prevention in Action* series. (2005)		**Item Number:** TP0502 **Price:** $9.50 each (Members: $7.60)
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
Health and Wellness PD	Substitutes for teachers		
Subtotal:			
Total:			

End of Attendance Goals

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 1069 incidents during the 2010-11 school years to 451 in the 2011-12 school year, a decrease of 618 incidents. .	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.		
Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	359	323					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	149	134					

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	122	110					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	78	70					
		1.2.	1.2. Deans and/or 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. Deans/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	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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
PD on PBS	K12	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	August 2012 Bi-weekly mtgs.	Monitor Referral data monthly	PBS Core Team
PD on MTSS/RTI	K12	MTSS/RTI Core Team members	All faculty	Bi-weekly mtgs.	Monthly data review	RTI Core Team
CPI	Mgmt. team	Dist. personnel	Admin Deans ESE staff	yearly	Yearly refresher course	District personal
Bullying Prevention Training	K-8	John Keelor	School-wide	August 2012	Yearly refresher course, review of bullying complaints	

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**				
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

Dropout Prevention 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
Do You Really Want to Drop Out? You Ought To Know the Facts! **Reimer, M. S.**	This small booklet lays out the facts for young people who might be considering dropping out. *Sold only in quantities of 50.* (2004)		**Item Number:** DP0401 **Price:** $35.00 per pkg. of 50 (Members: $28.00)
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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		
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1. Lack of family involvement indication of increased volunteer hours will be monitored.	1.1. Recruit families, Businesses and community members through our PTO, SAC, and through direct contact with businesses.	1.1. John Cartee, PTO members and Business Partners Coordinator, Barbara Ricks	1.1. Review of Volunteer hours though volunteer coordinator	1.1. Volunteer hours in Five-star book.		
We have accumulated approximately 740 volunteer hours during the 2011-12 school year	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	Current number of volunteer hours equal 737.	Increase the number of volunteer hours by 5%.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: 1. CTE teachers will establish baseline data from 2011-2012 academic school years from SAFE Exams. CTE teachers will maintain their individual proficiency rates the first year (2012-2013) then raise proficiency rate a minimum of 2% (2013-2014).	1.1 Flawed, incomplete, or inaccurate initial SAFE exams possibly requiring revisions. This may skew baseline data if changes are made in the future.	1.1. Each CTE teacher will be responsible for the establishment, tracking and evaluation of their class data.	1.1. Team Leader and annual evaluation supervisor	1.1. Teachers will be responsible to report data during their annual evaluation process	1.1. SAFE Exam baseline data and subsequent data reported with annual stated goals.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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
PLC/Professional Learning Communities						
Lesson Studies						
SAFE Baseline Data	6-8	Team Leader	CTE Teachers	Planning time bi-weekly and additional PD days as necessary.	Evaluation of baseline data 2011-2012. Comparing 2012-2013 student SAFE exams.	Individual's PD monitor/and or Team Leader.

CTE 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:			

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

Additional Goals Professional Development

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

Additional Goal(s) Budget (Insert rows as needed)

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 2000.00
Mathematics Budget
Total: 2000.00
Science Budget
Total: 2000.00
Writing Budget
Total: 675.00
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:

Parent Involvement Budget
Total:
Additional Goals
Total:
Grand Total: 6675.00

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		
☐Priority	☐Focus	☐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.

X 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.

Describe the projected use of SAC funds.	Amount