Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bayshore Elementary School	District Name: St. Lucie County School Board
Principal: Lori Anne Reid	Superintendent: Michael Lannon
SAC Chair: Cassandra Fess	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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

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Principal	Lori Anne Reid	School Principal (All Levels) Elementary Ed. (K-6) Educational Leadership	1	8	**2011-2012** Principal Bayshore Elementary Grade-B Reading Mastery-56% Math Mastery-51% Writing Mastery-81% Science Mastery-52% **2010-2011** Assistant Principal Oak Hammock K-8 Grade-A Reading Mastery-67% Math Mastery-70% Writing Mastery-89% Science Mastery-46% AYP-77% Total, White, Black, Hispanic, ED, & SWD did not make AYP in reading Black, ED, & SWD did not make AYP in reading. **2009-2010** Assistant Principal Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-64% Writing Mastery-87% Science Mastery-43% AYP-74% Total, White, Black, Hispanic, ED, & SWD did not make AYP in math. Total, White, Hispanic, ED, & SWD did not make AYP in reading. **2008-2009** Assistant Principal

					Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-61% Writing Mastery-91% Science Mastery-39% AYP-74% Total, White, Black, Hispanic, ED, & SWD-did not make AYP in math. Black, Hispanic, ED, & SWD did not make AYP in reading. **2007-2008** Assistant Principal Northport K-8 Grade-B Reading Mastery-63% Math Mastery-56% Writing Mastery-89% Science Mastery-31% AYP-67% Black, Hispanic, ED, SWD did not make AYP in reading. White, Black, Hispanic, ED, SWD did not make AYP in math. **2006-2007** Assistant Principal Northport K-8 Grade-C Reading Mastery-57% Math Mastery-52% Writing Mastery-80% Science Mastery-34% AYP-72% Black, Hispanic, ED, SWD did not make AYP in reading. White, Black, Hispanic, ED, SWD did not make AYP in math. **2005-2006** Assistant Principal Forest Hill Elementary Grade-B Reading Mastery-69%

					Math Mastery-61% Writing Mastery-88% AYP-92% SWD did not make AYP in reading. ELL, SWD did not make AYP in math **2004-2005** Assistant Principal Forest Hill Elementary Grade-B Reading Mastery-66% Math Mastery-65% Writing Mastery-76% AYP-100%

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Assistant Principal	Micheal Reed	Educational Leadership Elementary Education School Principal ESOL Endorsement	3	7	**2011-2012** Assistant Principal Bayshore Elementary Grade-B Reading Mastery-56% Math Mastery-51% Writing Mastery-81% Science Mastery-52% 2010-2011 Assistant Principal Bayahore Elementary Grade-A Reading Mastery-71% Math Mastery-73% Writing Mastery-86% Science Mastery-52% AYP-74% White, Black, Hispanic, ED did not make AYP in reading. White, Black, Hispanic, ED did not make AYP in math 2009-2010 Assistant Principal Bayshore Elementary Grade-B Reading Mastery-72% Math Mastery-70% Writing Mastery-80% Science Mastery-51% AYP-87% Black, Hispanic, ED did not make AYP in reading. White, Black, Hispanic, ED did not make AYP in math 2008-2009 Assistant Principal Southbend K8 School Grade-A AYP-87% 2007-2008

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Assistant Principal
Windmill Point
Grade-A
Reading Mastery-73%
Math Mastery-72%
Writing Mastery-95%
Science Mastery-42%
AYP-95%
Black, did not make AYP in reading.
White, did not make AYP in math

2005-2007
Assistant Principal
CA Moore Elementary
Grade-C
Reading Mastery-53%
Math Mastery-32%
Writing Mastery-85%
Science Mastery-16%
AYP-69%
Black, Hispanic, ED, SWD, ELL did not make AYP in reading.
Black, Hispanic, ED, SWD, ELL did not make AYP in math
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Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Reading	Melissa Wild-Miller	Professional Educator's: Elementary Ed. 1-6 National Board Certification, Elementary Childhood Generalist	1	5	Bayshore Elementary Grade-B Reading Mastery-56% Math Mastery-51% Writing Mastery-81% Science Mastery-52% Chester A. Moore Elementary B(90)('09)Read Mastery: 48%, Learning Gains: 65%, Lowest 25% Gains: 62%Hispanic subgroups made AYP in reading Northport K-8 B(67)('08)Read Mastery: 63% Learning Gains: 67%Lowest 25% Gains:65%
Math	Sharon Petruff	Elem. ED 1-6 / ESOL Endor. / PRE-K PRIM. AGE 3-3RD	7	0	

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. The district personnel office screens all applicants prior to hire for HQ.	District Personnel Specialist	September 2012	
2. Once the district recruits teachers, we review each applicant's qualifications on the Skyward System to determine who will be interviewed. References are checked personally be school based administrators.	Principal and Assistant Principal	June 2012	
3. Mentor/Mentee Program for teachers new to teaching or new to the district.	Principal and Assistant Principal	June 2012	
4. On-going school based Professional Development for instructional staff.	District, Principal, Assistant Principal, Literacy Coach, Professional Development Team	June 2012	
5. Instructional Coaching for literacy instruction.	Literacy Coach	June 2012	
6. Formal observation for all teachers new to district including pre-observation planning and post observation reflective conversations.	Principal	August 2012- June 2013	
7. Classroom observations for all teachers with formative and summative feedback.	Principal and Assistant Principal	August 2012 to June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
59	8.47%	25.42%	44.07%	22.03%	42.37%		6.78%	5.08%	74.58%

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
Stacey Gatziolis	Abigail Mollet	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

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Stacey Gatziolis	Leisha Batson	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
Margaret Cuellar	David Keaney	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

Yvonne D'Aguiar	Brianna Hawthorne	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
Yvonne D'Aguiar	Rebecca Proctor	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

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Nancy Fallon	Dana Markowitz	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
Nancy Fallon	Jena Masterson	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

Sharon Petruff	Jonathan Cruz	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
Sharon Petruff	Pierre Revange	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

Lori Beans	Nicole Duchene	Shared grade level teaching assignment, demonstrated expertise current teaching assignment.	• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant The district Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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Title II The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title III Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless BSE families are surveyed annually to establish the number of families that are categorized as homeless. With the assistance of various agencies and the district level personnel identified families are connected with agencies that provide assistance and support.
Supplemental Academic Instruction (SAI) The SAI funds will be coordinated with Title I funds to provide tutorial services for Level 1 students in math and reading.
Violence Prevention Programs Our school uses the Positive Behavior Supports framework to prevent violence and other undesired behaviors. Common school-wide behavioral expectations are employed in all settings.
Nutrition Programs Title I part C coordinates with the local programs to provide information on how families can receive services.
Housing Programs Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families.
Head Start BSE has a full-time VPK program that services 20 students.
Adult Education Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.
Career and Technical Education N/A
Job Training\ N/A
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

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

Suggested Members include:
- Administrator(s) Lori Reid,
- RTI:B Team Liaison Micheal Reed
- School Counselor(s) Kimberly Lamb
- Literacy Coach* Melissa Wild-Miller
- Math Coach* Sharon Petruff
- School Psychologist Gary Goblesky
- School-Based ESE Specialist Michelle Lermond
- District RTI Specialist Mary Beth Makowski
- ○ K-2 Representative Kay DeAguiar
- 3-5 Representative   Megan Krinsky

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

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

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
Teams such as Grade levels, Team leaders, cross- role-alike teams ,and leadership team 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.

Individual PST

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider the end of year data.

MTSS Implementation

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

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

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

2. Managed data will include:

    Academic
    - 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.

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Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.

2. District 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).
This team includes; Lori Anne Reid, principal, Micheal Reed, assistant principal, Melissa Wild-Miller, Literacy coach, Stacy Gatziolis, classroom teacher ; Joanne Smith, classroom teacher

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Team meetings will be facilitated by the Literacy Coach. The Literacy Coach will schedule the monthly meetings and be responsible for preparing the agenda. The LLT will collaborate with other decision making groups such as the RtI Core Team, Problem Solving Teams and Building Level Planning Team. Each member of the team will be responsible for the monitoring of a specific literacy initiatives put in place during the 2011-12 school years. The LLT will work with the RtI Core team to identify students for remediation and enhancement. The LLT will also be responsible for designing and leading school-based literacy professional development as well as Literacy Events that are designed to increase the love of reading.
What will be the major initiatives of the LLT this year?
The LLT will be focused on providing Literacy interventions to struggling primary students and the lowest quartile students in grades 3-5

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

*Elementary Title I Schools Only: Pre-School Transition

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

The Pre-K students in our VPK program are transitioned all year because they are on an elementary school campus. They get adjusted to the routine of school by being full day students at an elementary site. However, students who attend the private provider's sites also have the opportunity for transition into the elementary school environment. The provider at each site makes their own arrangements to visit school sites. All providers complete a strategy checklist on each child going into kindergarten which the Early Learning Coalition sends to the principal of the receiving school to assist in creating the kindergarten class roster. Also, a "Welcome to Kindergarten" bag is given to each parent when they enroll their child at the school. The bag has kindergarten transition materials included and the school is encouraged to include their own information in the bag also. In March a provider meeting was hosted by the Director of Student Assignment to explain the registration process, with copies of registration forms, which are passed on to the parents.

*Grades 6-12 Only Sec. 1003.413 (b) F.S

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

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.
April 2012
Rule 6A-1.099811
Revised April 29, 2011   23

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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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. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	1a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 5.	1a. 1.District Professional Development Team Reading Coach Administration Teacher	1a. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	1a.1. *SLC Framework *Administrative Classroom Walkthroughs		

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Reading Goal #1a: By June 2013, %)of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	% of the students in grades 3-5 are proficient at level 3 or above on the FCAT 2.0 Reading Test.	By June 2013, % ( ) of students in grades 3-5 will score at a Level 3 on the FCAT 2.0 Reading 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: webinars, learning communities, peer support and self-reading.	1a.2. *District Professional Development Team Reading Coach Administration Teacher	1a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of SLC Framework for Quality Instruction (Framework). *Administrative/Teacher conferencing.	1a.2. *SLC 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 Reading Coach 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 based on the performance scale.	

April 2012
Rule 6A-1.099811
Revised April 29, 2011

		1a.4. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	1a.4. * Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	1a.4. * District Professional Development Team Reading Coach Administration Teacher	1a.4. *The reading coach and teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	1a.4. * Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.	
		1a.5. *Students lack of home reading and independent reading materials	1a.5. *Emphasize reading independent reading strategies as well as home reading materials and strategies through 100 Book Challenge * Provide professional development for teachers on independent reading and conferencing	1a.5. *American Reading Company professional Development Reading Coach Administeration	1a.5. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	1a.5. *Student Responses from teacher made performance task items based on the performance scale. .	

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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	1b.1. Lesson Study Documentation and Reflection Tools		
Reading Goal #1b: By June 2013, *of students in grades 3-5 will score at a Level 4, 5, 6 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	*	*					
		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 Reading Coach 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.	1b.3.	1b.3.	1b.3.	1b.3.	
		Students have processing challenges for recalling information and supporting details	Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Reading Coach Administration Teacher.	Students' written or oral responses	Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment	
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 Reading Coach 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		

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

		4a.4. *The area of deficiency is teacher understanding of extended thinking practices.	4a.4. *Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources derived from informational text. * Journeys core advanced materials will be used to support enrichment instruction. *St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery of enrichment instruction.	4a.4. * District Professional Development Team Reading Coach Administration Teacher	4a.4. *The reading coach and teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	4a.4. * Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments. *Teacher assessment identifying learning scale achievement of above target goal– Level 4.	
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		

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Reading Goal #2b: By June 2013, * % of students in grades 3-5 will score at a Level 7 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	*	*				
		2b.2. Limited schema with fiction, nonfiction, and informational texts	2b2. Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	2b.2. District Professional Development Team Reading Coach Administration Teacher	2b.2. Observation of DQ 3 Element 18	2b.2. Feedback using Frameworks FAA
		2b.3 Students' lack of understanding the use of context clues to comprehend the text	2b.3 Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3 District Professional Development Team Reading Coach Administration Teacher	2b.3 Increased percentage of time students use new vocabulary appropriately	2b.3 Teacher made assessments FAA

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

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Reading Goal #3a: By June of 2013, % ( ) of the students in grades 3-5 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 students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, % ( ) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.				
		3a.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	3a.2. *District Professional Development Team Reading Coach Administration Teacher	3a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	3a.2. *SLC Framework *Administrative Classroom Walkthroughs
		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 Reading Coach 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.

		3a.4. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	3a.4. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	3a.4. * District Professional Development Team Reading Coach Administration Teacher	3a.4. *The reading coach and teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	3a.4. * Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. *Journeys unit assessments.	
		3a.5. time for students to complete homework and read independently in addition to the school day	3a.5. Afterschool tutorial	3a.5. Administration Literacy coach	3a.5. Tutorial Monitoring	3a.5. Progress Monitoring Easy CBM , benchmark assessments	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. Train teachers to effectively implement Access Points.						

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Reading Goal #3b: By June of 2013, *% of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	*	*				
		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. Bi-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 Reading Coach Administration Teacher	3b.3 Increased percentage of time students use new vocabulary appropriately	3b.3 Teacher generated assessments Brigance Assessment FAA

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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 Reading Coach 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 % ( ) students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	% ( ) students in grades 3-5 in the lowest 25% made learning gains on FCAT 2.0 Reading.	By June 2012 %( ) students in grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.					

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		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 Reading Coach 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 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 Reading Coach Administration Teacher	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.	
		4a.4. *The students come to school with limited background knowledge.	4a.4. *Teachers will utilize Journeys toolkit to support background knowledge deficits. *St. Lucie County literacy routines will support background knowledge through read alouds.	4a.4. * District Professional Development Team Reading Coach Administration Teacher	4a.4. *Administration observation of effective implementation with feedback. *Teacher observation through of cooperative group discussions.	4a.4. *Journeys unit assessments * Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. .	

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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** 52% of students were proficient on the 2010-2011 FCAT 2.0 Reading.	In June 2012, 56% of students were proficient in Reading increasing from the previous year by 3.3%.	By June 2013 60% of students will be proficient in Reading increasing from the previous year by 6.7%.	By June 2014 64% of students will be proficient in Reading increasing from the previous year by 10%.	By June 2015 68% of students will be proficient in Reading increasing from the previous year by 13.3%.	By June 2016 72% of students will be proficient in Reading increasing from the previous year by 16.6%.	By June 2017 76% of students will be proficient in Reading increasing from the previous year by 20%.
Reading Goal #5A: By June 2013, _60_% of students will be proficient in Reading increasing from the previous year by 6.7%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5B.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5B1 1.District Professional Development Team Reading Coach Administration Teacher	5B.1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5B.1. *SLC Framework *Administrative Classroom Walkthroughs		
Reading Goal #5B: By June 2012, 53% Black and 57% Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	44% Black and 48% Hispanic students made satisfactory progress in reading on the FCAT 2.0 Reading. White: 64% Black: 49% Hispanic:48% Asian: NA American: Indian: NA	By June 2012, 53% Black and 57% Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading. White: 68% Black:53% Hispanic: 57% Asian:NA American Indian:NA				
		5B.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5B.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5B.2. *District Professional Development Team Reading Coach Administration Teacher	5B.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	5B.2. *SLC Framework *Administrative Classroom Walkthroughs
		5B3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5B.3. *Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. *Instructional and peer coaching.	5B.3. * District Professional Development Team Reading Coach Administration Teacher	5B3. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	5B.3. *Student Responses from teacher made performance task items.

		5B.4. *Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 2: Reading Application	5B.4. * Students will be provided practice in making inferences and drawing conclusions within and across texts to support assessment deficiencies. *Journeys core will provide opportunities to make text-to-self connections combined with evidence from the text to draw conclusions and make inferences.	5B.4. * District Professional Development Team Reading Coach Administration Teacher	5B.4. *Administration observation of effective implementation with feedback. *Student think alouds will provide evidence to support their ability to make inferences and draw conclusions.	5B.4. *Journeys unit assessments * Common Weekly teacher generated assessments. *Easy CBM Benchmark Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT assessment. .
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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 to be delivered with fidelity.	5c.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5c1. 1.District Professional Development Team Reading Coach Administration	5c1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5c1. *SLC Framework *Administrative Classroom Walkthroughs	

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June of 2013, 36% of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.							
	26% of students in grades 3-5 made satisfactory progress on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, 36% of ELL students in grades 3-5 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.					
		5c.2A 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: webinars, learning communities, peer support and self-reading.	5c2. *District Professional Development Team Reading Coach Administration	5c.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflective of the St. Lucie County Framework. *Administrative/Teacher conferencing.	5c.2. *SLC Framework *Administrative Classroom Walkthroughs	

		5c.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5c.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.	5c.3. * District Professional Development Team Reading Coach Teacher Administration	5c.3. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	5c.3. *Student Responses from teacher made performance task items based on the performance scale. .
		5a.4. * Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 1: VOCABULARY	5a.4. *Teachers will utilize Journeys leveled readers for ELL students and implement Journeys suggested lessons to support vocabulary deficiencies. *St. Lucie County literacy routines word work will support instructional vocabulary focus.	5a.4. * District Professional Development Team Reading Coach Teacher Administration	5a.4. *Students' academic language will increase understanding of vocabulary and through authentic writing tasks and oral expression.	5a.4. *Weekly common grade level assessment tests. *Teacher observation *Easy CBM *FCAT 2.0
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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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 to be delivered with fidelity.	5d.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5d1. 1.District Professional Development Team Reading Coach Administration	5d1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5d1. *SLC Framework *Administrative Classroom Walkthroughs		
<u>Reading Goal #5D:</u> By June of 2013, 35% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30% in grades 3-5 are making satisfactory progress in reading on 2-11-2012 FCAT 2.0.	By June of 2013, 35% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on 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: webinars, learning communities, peer support and self-reading. *St. Lucie County literacy routines will be implemented to support continued professional development.	5d2. *District Professional Development Team Reading Coach Administration	5d.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	5d.2. *SLC Framework *Administrative Classroom Walkthroughs	
		5d.3.*The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice	5d.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.	5d.3. * District Professional Development Team Reading Coach Teacher Administration	5d.3. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	5d.3. *Student Responses from teacher made performance task items based on the performance scale. .	

| | | 5d.4. Teacher deficiencies in preparedness to work with students with disabilities. | 5d.4. *Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories.

*St. Lucie County literacy routines will be implemented to support student disabilities continued professional development.

*Provide differentiated instruction for SWD based on the recommendations from attending the Florida Council for Exceptional Children to learn about strategies to improve educational outcomes for individuals with exceptionalities | 5d.4. * District Professional Development Team Reading Coach Teacher Administration School Based Student Support Specialist | 5d.4. *Administration observation of effective implementation with feedback. | 5d.4. *Weekly common grade level assessment tests. *Easy CBM progress monitoring *Journeys unit assessments *FCAT 2.0 | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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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 to be delivered with fidelity.	5E.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5E1. 1.District Professional Development Team Reading Coach Administration	5E1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	5E1. *SLC Framework *Administrative Classroom Walkthroughs		
Reading Goal #5E: By June of 2012, 53% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% in grades 3-5are making satisfactory progress in reading on FCAT 2.0.	By June of 2012, 53% Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on 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: webinars, Florida Reading Association Conference, learning communities, peer support and self-reading. | 5E2.
*District Professional Development Team

Reading Coach

Administration | 5E.2.
*Administration observation of
   effective implementation
   with feedback.

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

   *Administrative/Teacher
   conferencing. | 5E.2.
 *SLC Framework
 *Administrative Classroom Walkthroughs | |
| | | 5E.3.
*The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice | 5E.3.
*Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.
*Instructional and
   peer coaching | 5E.3.
* District Professional Development Team
Reading Coach
Teacher
Administration | 5E.3.
*Administration observation of
   effective implementation with
   feedback.

*Individual and Collaborative review of student work. | 5E.3.
*Student Responses from teacher made
   performance task items based on the
   performance scale. | |

		5d.4. The area of deficiency as noted on the 2012 administration of the FCAT2.0 reading test was REPORTING CATEGORY 2: Reading Application	5d.4. 1. Teachers will utilize Journeys in conjunction with Thinking Maps to increase understanding of text structure. 2. The students will participate in literacy routines each day to deepen knowledge and provide practice with identifying components of literary analysis. * Teachers will utilize 100 Book Challenge to increase understanding of text.	5d.4. * District Professional Development Team Reading Coach Teacher Administration *American Reading Trainers	5d.4. *Student created Thinking Maps will serve as a discussion processing tool. *Summaries will be written based on evidence from text. * School Pace Data base and reading logs	5d.4. *Weekly common grade level assessment tests. *Easy CBM progress monitoring *Journeys unit assessments *FCAT 2.0	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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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)	Pre-K - 5	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	K-5	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Florida Reading Association Conference	Literacy Coach	conference	Literacy Coach, Administration	October 2012	- Strategies from the conference will be shared with teachers through grade group meetings. Instructional coaching that will be provided to teachers by the literacy coach.	Principal, literacy coach
Kagan Learning Structures	K-5	Kagan Trainers	K-5 Teachers	District PDD	-Fidelity checks via classroom visits to monitor the effectiveness of the strategies.	-Principal, Assistant Principal
100 Book Challenge Conferencing	K-5	American Reading Trainers	K-5 Teachers	9/19, 9/27, and 10/9.	Classroom Observations Lesson Plans	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
Independent Reading	100 Book Challenge, Classroom libraries	Title 1, P24	2,000.00
Afterschool Tutorial	Afterschool KidLitz	Title 1	2,000.00
Subtotal:4,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Independent Reading	School Pace to track independent reading data	Title 1	2,500.00
Subtotal:2,500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Independent Reading	Work with teachers and administrators for Step 7 focuses on teaching state standards using core programs and connecting that instruction with effective, monitored independent practice during independent reading with ongoing assessment. The ARC staff developer consults with up to 8 classroom teachers per day, accompanied by the principal and site coordinator, helping teachers self-assess and increase their levels of program implementation. Debriefs with principal at the beginning and end of the day. The ARC coach works with the school leadership to ensure that every teacher receives a one-on-one experience.	Title 1	2,500.00
Various Reading Strategies, Small Group Differentiated, Comprehension with Explicit Vocabulary, Word Work	Florida Reading Association conference. Opportunity to gain knowledge of current research-based programs and alignment of NGSSS focused on literacy.	Title 1	800.00
Collaborative Design Work Sessions	Collaborative planning, subs	Title 1	1800.00
Various Strategies for ESE Students, Inclusion Strategies to meet the bottom quartile.	Summit Professional Education interventions in Autism, Aspergers Sensory and ADHA, Opportunity to gain knowledge of current research-based programs and alignment of NGSSS focused on ESE and Inclusion	Title 1	500.00
Subtotal:5,600.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
12,100.00			

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/Literacy Coach/ Team or Grade Level Leader	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA

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CELLA Goal #1: *Based on the 2012 CELLA data, 51.9% of ELL students were proficient in Oral Skills. By June 2013, 55% of ELL students will score proficient in Oral Skills as measured by CELLA.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	Based on the 2012 CELLA data, 51.9% 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/Literacy Coach/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/Literacy Coach/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	

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2. Students scoring proficient in Reading.	2.1. ELL students encounter a 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/Literacy Coach/ Team or Grade Level Leader	2.1. Formative Assessment	2.1. CELLA	
CELLA Goal #2: **Based on the 2012 CELLA data, 28.4% of ELL students were proficient in Reading. By June 2013, 32%% 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, 28.4% 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/Literacy Coach/Team or Grade Level Leader	2.2. Timed Student Reading	2.2. CELLA
		2.3	2.3 Vocabulary with context clues.	2.3 Administration/Literacy Coach/Team or Grade Level Leader	2.3 Formative Assessments	2.3 CELLA

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	2.1. Administration/Literacy Coach/ Team or Grade Level Leader	2.1. Journals	2.1. CELLA	
CELLA Goal #3: *Based on the 2012 CELLA data, 27.2% of ELL students were proficient in Writing. By June 2013, 31% 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, 27.2% of ELL students were proficient in Writing.					
		2.2.	2.2. Graphic Organizers-Thinking Maps	2.2. Administration/Literacy Coach/Team or Grade Level Leader	2.2. Student Work	2.2. CELLA
		2.3	2.3 Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	2.3 Administration/Literacy Coach/Team or Grade Level Leader	2.3 Student Writing Samples	2.3 CELLA

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Graphic Organizers	Thinking Maps	Title 1, P24	500.00
Subtotal: 500.00:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Graphic Organizers	Thinking Maps Binders and posters	Title 1	500.00
Subtotal:500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Graphic Organizers	Thinking Maps Training	Title 1	500.00
Subtotal:500.00			
Total:1,000.00			

End of CELLA Goals

Elementary School Mathematics Goals

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* 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	

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Teachers aligning curriculum to the district Scope & Sequence and to meet the guidelines of the NGSSS and Common Core standards	1a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) Time for collaborative planning will be provided on an ongoing basis so teachers can plan for effective math instruction. Time for data chats will be scheduled on a regular basis to determine the effectiveness of instruction	1a.1. * District professional development team * Instructional coaches * Administration *Teacher	1a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding. Grade group/department meeting. Observation and by administration	1a.1. * St. Lucie County framework * Administrative classroom walkthroughs FCAT, Benchmark Assessments, Mini-Battery Assessments		
Mathematics Goal #1a: By June 2013, % () 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:*					

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% () of the students in grades 3-5 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment..	By June 2013, % () of students in grades 3-5 will score at level 3 or higher on the FCAT 2.0 math test.					
		1a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1a.2 * District professional development team * Math coaches * Administration *Teacher	1a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing *Monitoring the completion of required training through ERO	1a.2. * St. Lucie County framework * Administrative classroom walkthroughs FCAT, Benchmark Assessments, Mini-Battery Assessments, Informal/Formal Observations	
		1a.3. Students being required to explain their answers and their process for solving problems. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice. Aligning the scope and sequence with Go Math materials	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 * Instructional coaches * 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 FCAT, Benchmark Assessments, Mini-Battery Assessments, Informal/Formal Observations	

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		1a4. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the greatest area of concern was Grade 4 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. * GoMath! Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	1a4. * Administrators * Teachers * Math Coach	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, * 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 and School wide LC opportunities.	1b.1 District PD Team ESE Specialists Administrative Team	1b.1 * Results of formative assessments will be reviewed by department teams and leadership to ensure progress.	1b.1. Progress Monitoring tools, formative assessments		

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Mathematics Goal #1b: By June 2013, *%) of students in grades 3-5 will score at level 4.5.6 on the FAA math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	*% () of the students in grades 3-5 were proficient at level 4.5.6 on the FAA math test.	By June 2013, *% () of students in grades 3-5 will score at level 4.5.6 on the FAA math test.					
		1b.2. Students are challenged to complete proper steps to solve a problem.	1b.2. Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives visuals, number lines, and assistive technology.	1b.2. Teacher ESE specialist Administration	1b.2. Students will be provided opportunities to explain their thinking for problem solving.	1b.2. Teacher generated assessment Teacher observation as students solve the problems. FAA	

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	1b.3. Based upon individual student's abilities as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations.	1b.3 Using research based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.	1b.3. Teacher ESE specialist Administration	1b.3. The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.	1b.3. Teacher generated accountability pieces at each station with data collection in place. Teacher observation 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	
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 * Math coaches * 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	

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Mathematics Goal #2a: By June 2013, % () of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	% () 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, % () 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 * Math coaches * 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 * Instructional coaches * Administration	2a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	2a.3. * Student responses from teacher-made performance task items	

		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 * Instructional coaches * Administration	2a4 * Results of formative assessments will be reviewed by department teams and leadership to ensure progress.	2a4. * Individual and collaborative review of student reflective logs	2a4. * 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. 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 * Results of formative assessments will be reviewed by department teams and leadership to ensure progress.	2b.1. Progress Monitoring tools, formative assessments FAA			
<u>Mathematics Goal #2b:</u> By June 2013, * of students in grades 3-5 will score at a Level 7 on the FAA Math Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	* of the students in grades 3-5 are proficient at level 7 on the FAA Math Test.	By June 2013, * of students in grades 3-5 will score at a Level 7 on the FAA Math Test.						

		2b.2. Background knowledge may be limited to support review and require further instruction in DQ 2.	2b2. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	2b.2. District PD Team ESE Specialists Administrative Team	2b.2. *Students will participate in academic games supporting review of concepts. Additionally, students will participate in learning stations focused on individual concepts with accountability measures correlated to the access points to determine level of mastery in each concept. *Administrative walkthrough to observe lesson design	2b.2. Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. FAA	
		2b.3 Due to the nature of the individual's Disability, students are challenged with processing and application of math concepts.	2b.3 Using researched-based strategies and materials students must have explicit instruction and continuous repetition/ practice when learning math concepts.	2b.3 District PD Team ESE Specialists Administrative Team	2b.3 Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding.	2b.3 Teacher generated assessments from each learning station calibrated to levels of access points showing demonstration of proficiency. FAA FAA	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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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 and strategies from FCTM Math Conference (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Math coaches * 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 % 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 2012 % 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, * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	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 * Results of formative assessments will be reviewed by department teams and leadership to ensure progress	3b.1. Progress Monitoring tools, formative assessments FAA		
<u>Mathematics Goal #3b:</u> By June of 2013, *% (118) of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	* of the students in grades 3-5 made learning gains on the FAA Math Test.	By June of 2013, *of the students in grades 3-5 will make learning gains on the 2012-2013 FAA Math Test.					

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

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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. Students in lowest 25% will need more time for re-teaching and / or remediation	4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) After school Tutorial	4a.1. * District professional development team * Math coaches * Administration *After school Tutorial Coordinator	4a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding. After school Tutorial Coordinator / teacher conferencing	4a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #4a By June 2013 55% 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:*					
	46%students in grades 3-5 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013 55% 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. *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 * Instructional coaches * Administration	4a4. * Individual and collaborative review of student reflective logs	4a4. * 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.	

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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 LC opportunities.	4b.1 District PD Team ESE Specialists Administrative Team	4b.1 * Results of formative assessments will be reviewed by department teams and leadership to ensure progress	4b.1. Progress Monitoring tools, formative assessments FAA		
<u>Mathematics Goal #4b:</u> By June 2013 *% (students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	* students in grades 3-5 in the lowest 25% made learning gains on FAA Mathematics test.	By June 2013 *% students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.					
		4b.2 Limited abilities to apply basic facts and concepts provide processing challenges when problem solving.	4b.2. Students must have continuous repetition/practice when learning math concepts.	4b.2 Teacher ESE Specialist Administration	4b.2 Students will be provided fact lists reflecting facts that they will practice for continuous repetition to increase math fluency. Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts.	4b.2 Data Collection Teacher Observation FAA	

		4b.3. Students are performing at one or more grade levels below 3rd grade requiring support in basic facts and number concepts.	4b.3. The teacher will provide access to assistive technology for support to with differentiated instruction as written in the IEP supporting the student through access points Students will be provided opportunities to learn concepts using manipulatives, visuals and assistive technology.	4b.3. Teacher ESE Specialist Administration	4b.3 The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of basic facts and number concepts..	4b.3. Teacher generated tests. Observation of use of the assistive technology. 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** 54% of students were proficient on the 2010-2011 FCAT 2.0 Math.	In June 2012, 51% of students were proficient in Math	By June 2013 62% of students will be proficient in Math	By June 2014 66% of students will be proficient in Math	By June 2015 69% of students will be proficient in Math	By June 2016 73% of students will be proficient in Math	By June 2017 77% of students will be proficient in Math
<u>Mathematics Goal #5A:</u> By June 2013, 67% of students will be proficient in Math increasing from the previous year by 6.7%.							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5a.1 *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5a.1. * District professional development team * Math coaches * Administration	5a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5a.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #5B: By June 2013, 66% of white students, 61% of Hispanic students, and55% 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:*					

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	58% of white students, 54% of Hispanic students, and 35% of black students were proficient on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 66% of white students, 61% of Hispanic students, and 55% of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
			5a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5a.2 * District professional development team * Math coaches * Administration	5a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5a.2. * St. Lucie County framework * Administrative classroom walkthroughs	
			5a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	5a.3. * District professional development team * Instructional coaches * Administration	5a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5a.3. * Student responses from teacher-made performance task items	

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		5a.4. *The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting : Numbers and Operations in base 10	5a.4. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices	5a.4. * Teachers * Instructional coaches	5a.4. * Individual and collaborative review of student work	5a4. * 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	
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 * Math coaches * Administration	5c.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5c.1. * St. Lucie County framework * Administrative classroom walkthroughs	

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Mathematics Goal #5C: By June 2013, 48% 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:*					
	30% of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 48% 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 * Math coaches * 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. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5c.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	5c.3. * District professional development team * Instructional coaches * Administration	5c.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5c.3. * Student responses from teacher-made performance task items
		5c.4. Students come with limited academic language.	5c.4. Instructional staff will engage students in daily vocabulary activities.	5c.4. * Teachers * Instructional coaches	5c.4. Academic vocabulary used by students in written and oral responses.	5c.4. * Weekly assessments and St. Lucie County Benchmark * 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 * Instructional coaches * Administration	5d.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5d.1. * St. Lucie County framework * Administrative classroom walkthroughs	

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Mathematics Goal #5D: By June 2013, 39% 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:*				
	38% of SWD students made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 39% of SWD students will be proficient 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 * Math coaches * 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. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5d.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	5d.3. * District professional development team * Instructional coaches * Administration	5d.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5d.3. * Student responses from teacher-made performance task items

		5d.4. Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems.	5d.4. Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem-solving.	5d.4. * Teachers * Instructional coaches	5d.4. * Observation of student independently applying step-by-step problem solving	5d.4. * 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 * Math coaches * Administration	5e.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5e.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Mathematics Goal #5E: By June 2013, 58% 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:*					

	46%of economically disadvantaged students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	By June 2013, 58% 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 * Math coaches * Administration	5e.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5e.2. * St. Lucie County framework * Administrative classroom walkthroughs	
	5e.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5e.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	5e.3. * District professional development team * Instructional coaches * Administration	5e.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5e.3. * Student responses from teacher-made performance task items	
	5e.4. Students lack the schema necessary to solve real-world problems.	5e.4. Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations	5e.4. *Teachers * Instructional Coaches	5e.4. *Observation of appropriate use of vocabulary in student written and oral language.	5e.4. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

Mathematics Professional Development

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

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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
FCTM Math Conference	K-5 Math	Various Experts/ Speakers selected by FCTM Association.	Math Resource Teacher, classroom teacher	October 2012	Shared information and professional development for teachers upon return	Administration

Mathematics 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**
Collaborative Design Work Sessions	Collaborative planning, subs	Title 1	1800.00
Afterschool Tutorial to provide students with additional support and time in math instruction.	Achiever Math Club	Title 1	$6,000.00
Subtotal:7,800.00			
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Subtotal:			
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**

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FCTM Math Conference to gain and share math content knowledge and additional strategies on research based math instruction.	Opportunity to gain knowledge of current research-based programs and alignment of NGSSS focused on math	Title 1	$1000.00
Subtotal:1000.00			
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Subtotal:			
Total:8800.00			

End of Mathematics Goals

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		

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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, ___% (#) of students in grade 5 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	___%(#) students achieved a Level 3 in science on the 2011-2012 FCAT assessment.	___%(#) 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 utilizing STEM and CPALMs standard for science instruction.	1a.2. Science Committee/ District	1a.2. Professional development surveys	1a.2. Teacher Evaluation Framework	

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| | | 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, ad 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 | 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., Power Writing/ Lab Reports, Conclusion writing, Current Events, etc.)
● After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs.
● Conduct mini-assessments and utilize results to drive instruction.
● Monitor | 1a.3.

● Classroom Observations of student work during labs
● Writing prompts
● Benchmark Assessments
● Science Fair Projects | |

			classroom in order for students to enhance scientific meaning through writing, talking, and reading science. • Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.		students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.		
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, _*_% (#) of students in grade 5 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:*					
	*	*					

		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. Elementary Science Teachers do not have a depth of Science background knowledge.	2a.1. • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. The PLC should include vertical and horizontal alignment within the school in	2a.1. PLC Science Teacher Leaders	2a.1 PLC Meeting Data, Student Data from Formative Assessments	2a.1. Benchmark Science Assessments, FCAT		

		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				
Science Goal #2a: By June of 2013, ___% (#) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	___%(#) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.	___%(#) 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 Block.	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

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		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		
<u>Science Goal #2b:</u> By June of 2013, ___% (#) of students in grade 5 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	___%(#) students achieved a Level 7 in science on the 2011/2012 FAA assessment.	___%(#) students will achieve a Level 7 in science on the 2012/2013 FAA assessment.					

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		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	

End of Elementary and Middle School Science Goal

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.						

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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
Science Fusion amd STEM	K-5	Distict Science Leader, Administration	K-5 teachers	August 18, 2011	Progress monitoring and fidelity checks via classroom observations will be implemented to monitor the effectiveness of the interventions.	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Labs	Lab materials	10100 General Budget	1000.00
Subtotal:1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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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.	FCR-STEM Conference organized by the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM),	Title 1	500.00
Subtotal:500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1500.00			

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	

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1a. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1a.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.	1a.1. Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	1a.1. CCSS Site-based Grade Level Representative Team Member and Assistant Principal	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1a.1. SLC Framework documentation		
Writing Goal #1a: By June 2013, 86% 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, 81% of the students scored 3.0 or higher as measured by FCAT 2.0 Writing.	By June 2013, 86% of the students will score proficient as measured by FCAT 2.0 Writing.					

		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	
		1a.3. Appropriate implementation according to the research supporting Write From the Beginning	1a.3. K – 2 Teachers will participate in collaborative planning targeting Write From the Beginning lessons.	1a.3. Reading Coach	1a.3. Lesson Planning observations and debriefing sessions	1a.3. Lesson Planning 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 Literacy Coach ESE Chair Teacher	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1b.1. SLC Framework documentation		
Writing Goal #1b: By June of 2013, *) of students will score at 4 or higher on the Florida Alternate Assessment for Writing in Grade 4.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	*	*				
		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 Literacy Coach 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 Literacy Coach 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.					

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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
Anchor Standards	K – 5	Grade Level CCSS Rep.	Classroom Teachers	August 2012	Classroom Observation and Feedback	Administrative Team
Write From the Beginning	K - 5	District Trainer	New teachers in K - 2	September 2012	Classroom Observation and Feedback	Administrative Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking Maps)	Binder of Resources	Title I	$375.00
Subtotal:375.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning (Thinking Maps)	Substitutes for 3 teachers x 3 days	Title I	$675.00
Subtotal: $675.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 1050.00			

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End of Writing 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. Parents are unaware of the instructional impact that unexcused absences/ tardies have on a student's educational achievement	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.		

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Attendance Goal #1: Our goal for this year is to increase attendance to 94% 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:*				
	% 94.97	% 96				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	#195	#166				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				

	#183	#165					
		1.2. Illnesses – excused absences	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	

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
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

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Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/ nurse	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/ Health Aide, and wellness council

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Truancy Prevention	Provide incentives for students with improved attendance.	General	500.00
Subtotal:500.00			
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:500.00			

End of Attendance Goals

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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	There are limited opportunities to recognize students for positive behavior. Teacher training needed for Tier 1 Behavior management program to be implemented with fidelity Some parents lack the skills to support the schools efforts to effectively set limits and manage student behavior.	1.1. Enhance incentives through school-based Positive Behavior Supports to recognize and reward positive compliance on St. Lucie County Code of Student Conduct. Classroom management PLC Redirecting Children's Behavior	1.1. Administrative team and PBS Core team or RTI-B Core team Children's Services Council	1.1. Monitor Skyward ODR monthly. Monitor attendance to scheduled PBS activities Monitor items in PBS store inventory.	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. Skyward ODR Sign in Logs, participant feedback surveys	

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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				
	# 0	# 0				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	# 0	# 0				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	# 43	# 39				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	#24	#22				
		1.2.	1.3.	1.3.	1.3.	1.3.
		1.3.				

Suspension Professional Development

Professional Development (PD) aligned with					

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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			
PD on RTI-B	K12	MTSS/RTI Core Team members	All faculty			

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
Enhance incentives through school-based Positive Behavior Supports to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.	PBS Store	PBS Account	2,000.00
Redirecting Children's Behavior	Time, facilities	Children's Services Council	0
Subtotal:2000.00			
Technology			

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom management PLC	Time, facilities	None	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:2000.00			

End of Suspension Goals

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					

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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.*	1.1. See online plan	1.1.	1.1.	1.1.	1.1.		
This Title I school will upload their PIP.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
		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)						

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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			

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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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: **Develop and implement rigorous STEM-infused science curricula in grades PreK-12**	1.1. The alignment of scope and sequence with state and national standards	1.1. Teachers will work collaboratively to align revised Science Scope and Sequences to with state and national standards. To curriculum maps.	1.1.	1.1. PLC Meeting Data, Student Data from Formative Assessments	1.1. Benchmark Assessments

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	1.2. Lack of knowledge for National Science Standards	1.2. Conduct grade level specific professional development to deepen understanding of Science national standards	1.2. District Science specialist, Science contact teacher	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 Conference Share out	K-5	Math coach, administration	PLC from attendance at FCR-STEM Conference	Nov 2012	Progress monitoring and fidelity checks via classroom observations will be implemented to monitor the effectiveness of the interventions.	Administration

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			

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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
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.	FCR-STEM Conference organized by the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM),	Title 1	500.00 (See Science as well)
Subtotal:500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1000.00			

End of STEM 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

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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:12,100.00
Mathematics Budget	
	Total:8,800.00
Science Budget	
	Total:1,500.00
Writing Budget	
	Total:1050.00
Attendance Budget	
	Total:500.00
Suspension Budget	
	Total:2000.00
CELLA	
	Total:1000.00
Parent Involvement Budget	
	Total: 5000.00
Additional Goals	
	Total:
	Grand Total:31950.00

Differentiated Accountability

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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.

□ 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.
The School Advisory Council (SAC) has an important function for the success of Bayshore Elementary. Listed below are some of the functions of the SAC. ● Reach out to community to increase involvement. ● Assist in the development and implementation of the School Improvement Plan which drives the direction of the school. ● Continue guidance of school towards continuous improvement.

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

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| | |