

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM

2010 - 2011 SCHOOL IMPROVEMENT PLAN



Dr. Eric J. Smith,
Commissioner
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock,
Chancellor
K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: LAWNWOOD ELEMENTARY SCHOOL

District Name: St. Lucie

Principal: Felicia Nixon

SAC Chair: Maysoon Mohd

Superintendent: Michael Lannon

Date of School Board Approval: September 28, 2010

Last Modified on: 10-08-2010

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: 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 Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Felicia Nixon	Bachelor of Science: Elementary Education, Master: Elementary	6	9	2009-2010: School Grade: A, 565 points, FCAT Proficiency: Reading 67%, Math 79%, Writing 88%, Science 58% Lowest 25%: Reading 68%, Math 65%

		Education, Certified: Education Leadership			<p>AYP: 92% No, Reading-Black, ED 2008-2009: School Grade: B, 530 points, FCAT Proficiency: Reading 65%, Math 75%, Writing 96%, Science 52% Lowest 25%: Reading 36%, Math 70% AYP: 85% No, Reading-Black, Hispanic, ED, SWD; Math-Black 2007-2008: School Grade: A, 531 points, Reading 71%, Math 70%, Writing 96%, Science 48% Lowest 25%: Reading 65%, Math 56% AYP: 87% No, Reading-ED, SWD; Math-Black, ED, SWD Mastery 2006-2007: School Grade: B, 515 points, Reading 74%, Math 72%, Writing 96%, Science 43% Lowest 25%: Reading 42%, Math 63% AYP: 97% No, Math-SWD 2005-2006: School Grade: B, 405 points, Reading 70%, Math 66%, Writing 88% Lowest 25%: Reading 57% AYP: 87% No, Reading-SWD; Math-Black, SWD 2004-2005: School Grade: C, 377 points, Reading 69%, Math 65%, Writing 76% Lowest 25%: Reading 46% AYP: 97% No, Writing</p>
Assis Principal	Kimberly Cain	Bachelor of Arts: Elementary Education, Master in Education: Educational Technology, Education Specialist: Educational Leadership	1	1	<p>2009-2010: School Grade: A, 565 points, FCAT Proficiency: Reading 67%, Math 79%, Writing 88%, Science 58% Lowest 25%: Reading 68%, Math 65% AYP: 92% No, Reading-Black, ED</p>

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy	Kirstie Lickliter	Bachelor of Science: Elementary	7	6	<p>2009-2010: School Grade: A, 565 points, FCAT Proficiency: Reading 67%, Math 79%,</p>

				<p>Writing 88%, Science 58%</p> <p>Lowest 25%: Reading 68%, Math 65%</p> <p>AYP: 92% No, Reading-Black, ED</p> <p>2008-2009:</p> <p>School Grade: B, 530 points, FCAT</p> <p>Proficiency: Reading 65%, Math 75%, Writing 96%, Science 52%</p> <p>Lowest 25%: Reading 36%, Math 70%</p> <p>AYP: 85% No, Reading-Black, Hispanic, ED, SWD; Math-Black</p> <p>2007-2008:</p> <p>School Grade: A, 531 points,</p> <p>Reading 71%,</p> <p>Math 70%, Writing 96%,</p> <p>Science 48%</p> <p>Lowest 25%: Reading 65%, Math 56%</p> <p>AYP: 87% No, Reading-ED, SWD;</p> <p>Math-Black, ED, SWD</p> <p>Mastery</p> <p>2006-2007:</p> <p>School Grade: B, 515 points,</p> <p>Reading 74%,</p> <p>Math 72%,</p> <p>Writing 96%,</p> <p>Science 43%</p> <p>Lowest 25%: Reading 42%, Math 63%</p> <p>AYP: 97% No, Math-SWD</p> <p>2005-2006:</p> <p>School Grade: B, 405 points,</p> <p>Reading 70%,</p> <p>Math 66%,</p> <p>Writing 88%</p> <p>Lowest 25%: Reading 57%</p> <p>AYP: 87% No, Reading-SWD; Math-Black, SWD</p> <p>2004-2005:</p> <p>School Grade: C, 377 points,</p> <p>Reading 69%,</p> <p>Math 65%,</p> <p>Writing 76%</p> <p>Lowest 25%: Reading 46%</p> <p>AYP: 97% No, Writing</p> <p>2003-2004:</p> <p>School Grade: A, 422 points,</p> <p>Reading 65%,</p> <p>Writing 89%</p>
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Education, Master of Education: Reading Education

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. District Interview	Area Assistant Superintendent	August 2010	
2	2. School-based interview and hire highly qualified staff	Personnel Principal	August 2010	
3	3. Partner new teachers with highly qualified, experienced mentors	Principal Assistant Principal	August 2010	
4	4. Design and implement Individual Professional Development Plans	Assistant Principal Teachers Mentors	September 2010, implement through school year,	

			complete June 2011	
5	5. Schedule mentee/mentor meetings to plan for and implementation of the St. Lucie County Teacher Support and Mentoring Program	Principal Assistant Principal Mentees Mentors Literacy Coach Lead Teachers	Ongoing throughout the 2010-2011 school year	

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ashlay Parker	Temporary Elementary Education	Grade 3	Information and support to take and pass Florida subject area exam: Grades K-6 Elementary Education and to complete ESOL Endorsement
Keonisha Bobo	Elementary Education	Grade 2	Information and support to complete ESOL Endorsement will be provided
Courtney Collins	Elementary Education	Grade 4	Information and support to complete ESOL Endorsement will be provided
Francis Engles	Elementary Education	Grade 1	Information and support to complete ESOL Endorsement will be provided
Kanika Williams	Elementary Education	Grade 3	Information and support to complete ESOL Endorsement will be provided
Marrienne Mullinax	Elementary Education	Grades K-5	Information and support to complete ESOL Endorsement will be provided

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	7.7%(4)	34.6%(18)	26.9%(14)	30.8%(16)	26.9%(14)	98.1%(51)	1.9%(1)	7.7%(4)	65.4%(34)

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
Melissa Schmid	Kristin Jurewicz	Six-year Kindergarten teaching experience	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring

			Program
Susie Lewis	Adrian Reymore	National Board Certified, veteran primary teaching experience	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring Program
Elizabeth Fisher	Jaquita Williams-Suggs	Primary teaching experience, proximity-location of classroom	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring Program
Heather Gray	Colleen Hawkes	Clinical Educator Trained, teaching experience, proximity-classroom location and same grade level	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring Program
Maria Borbon	Ashlay Parker	Teaching experience, proximity-classroom location and same grade level	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring Program
Debra Tedder	Robert Suggs	National Board Certified, teaching experience, proximity-classroom location and same grade level	1. Plan for and Implement Individual Development Plan 2. New Teacher Observations 3. Implement the St. Lucie County Teacher Support and Mentoring Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A coordinates and integrates with the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.

Title I, Part C- Migrant

Title I, Part C- Migrant coordinate s and integrate with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.

Title I, Part D

Title I, Part D coordinates and integrates with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.

Title II

Title II coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.

Title III

Title III integrates supplemental services for academic support for students in Reading and Mathematics with Title I, Part A, IDEA and Title II.

Title X- Homeless

Title X- Homeless – integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

Nutrition Programs Title I part C coordinates with the local programs to provide information on how families can receive services. Such as Mustard Seed, The Harvest

Housing Programs

Housing Programs Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.

Head Start

Head Start Title I, Part A and the Early Learning Coalition

Adult Education

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**Response to Instruction/Intervention (RtI)**

School-based RtI Team

Identify the school-based RtI Leadership Team.

Felicia Nixon-Principal, Kimberly Cain-Assistant Principal, Gina Renna-RtI Coach, Hannah James-School Psychologist, Tom Peters-Guidance, Kirstie Lickliter-Literacy Coach Lisa Chianese-Student Support Specialist, Janice Berryman- ESE Representative

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

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with the Building Level Planning Team, SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

Describe the role of the school-based RtI 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?

The Core Team collaborated with the School Advisory Council (SAC) utilizing data from the 2009-2010 school year. The Team helped facilitate a discussion on how to increase academic rigor, particularly in the Literacy and Intervention/Enrichment Block (K-5), Intensive Reading and Math classes (6-12), and with Tier 1 behavioral instruction. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengthens and weaknesses of intensive academic/behavioral programs
- Mentoring, tutoring, and other services

RtI Implementation

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

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.

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- SAT – 10
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- St. Lucie County Benchmarks
- Comprehensive English Language Learning Assessment (CELLA)
- FLKRS
- Office Discipline Referrals
- Retentions
- Absences

The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.

The following databases will be utilized:

- Skyward
- PMRN
- Performance Matters
- RtI Database

Additional data will be available through the following:

- Program Specific Reports
- Easy CBM
- Behavior Incident Reports (BIR)

Describe the plan to train staff on RtI.

Professional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not limited to, the following:

- Positive Behavior Support (PBS)
- CHAMPs
- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM
- Performance Matters
- RtI Database
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
- Progress Monitoring and Graphing

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Felicia Nixon-Principal, Kimberly Cain-Assistant Principal, Kirstie Lickliter-Reading Coach, Lydia Shaeperkoetter-Media Specialist, Barbara Sutton-Kindergarten Teacher, Keonisha Bobo-Grade 2 Teacher, Pamela Gonsler-Grade 5 Teacher, Iley Harrison-Music Teacher

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

The LLT meets monthly to review school-wide data to decide how best it can support and assist teachers in the implementation of the 90-Minute Literacy Block and improve literacy instruction. Additionally, the LLT promotes the joy of reading by designing and implementing literacy-based events and activities which encourage students and their families to read.

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

1. Developing Professional Learning Communities for teachers and staff
2. Scholastic Reading Counts and Sunshine State Readers Programs for students
3. Family Reading Night, Reading Week, Bingo for Books for students and their families

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 10/7/2010 10:40:21 AM)

Public School Choice with Transportation (CWT) Notification

[Show Attached a copy of the CWT Notification to Parents](#) (Uploaded on 10/4/2010 10:24:24 AM)

Notification of (School in Need of Improvement) SINI Status

[Show Attached a copy of the SES Notification to Parents](#) (Uploaded on 10/4/2010 10:17:19 AM)

***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" packet 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. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in reading		Students in grades 3-5 will be able to read with comprehension in the areas of main idea, plot, and purpose proficiently as demonstrated on district assessments, FAIR, and FCAT			
Reading Goal #1:					
2010 Current Level of Performance:*		2011 Expected Level of Performance:*			
30% (84)		34% (107)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time in the daily schedule for differentiated small group instruction and interventions outside of the 90-minute uninterrupted reading block.	Implementation of a 30-minute school-wide Intervention/Enrichment block to address specific student needs.	Teacher, Literacy Coach, RtI Coach, and Administration	Coaching will be provided by the Literacy Coach and RtI Coach for all teachers. Fidelity checks will occur to monitor the effectiveness of the interventions.	Benchmark assessments, FAIR, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading	
Reading Goal #2:	
2010 Current Level of Performance:*	
29% (91)	
2011 Expected Level of Performance:*	
33% (104)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time in the daily schedule for differentiated small group instruction outside of the 90-minute uninterrupted reading block to provide enrichment.	Implementation of a 30-minute school-wide Intervention/Enrichment block to address specific student needs.	Teacher, Literacy Coach, RtI Coach, and Administration	Lesson Plans Fidelity checks will be implemented to monitor effectiveness of the enrichment through informal observations and classroom walkthroughs	Benchmarks Skill Drills FAIR FCAT

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	By June 2011, 73% of students will make learning gains in the area of reading as demonstrated on district assessments, FAIR, and FCAT.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
68% (214)	73% (229)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time in the daily schedule for differentiated small group instruction outside of the 90-minute uninterrupted reading block to provide reading interventions.	Implementation of a 30-minutes school-wide Intervention/Enrichment block to address specific student needs.	Teacher, Literacy Coach, RtI Coach, and Administration	Lesson Plans Fidelity checks such as informal observations and classroom walkthroughs will be implemented to monitor the effectiveness of the intervention.	Benchmarks Skill Drills FAIR FCAT

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

4. Percentage of students in Lowest 25% making learning gains in reading	By June 2011, 73% of students in the lowest 25% will make learning gains in the area of
---------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Reading Goal #4:	reading as demonstrated on Benchmarks, FAIR and FCAT.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
68% (214)	73% (229)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Having enough staff to implement a 30-minute school-wide Intervention/Enrichment Block	The school-wide Intervention/Enrichment block will be scheduled at the end of the day with no additional scheduling conflicts. All staff (classroom teachers, resource teachers, ESE teachers, administrators, support staff, paraprofessionals) will provide intervention or enrichment instruction.	Reading Coach Administration	Progress monitoring of assessment and attendance data	EASYCBM data system Benchmarks Skill Drills FAIR FCAT

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Students in the black ethnicity subgroup will increase their level of performance to make AYP in 2011.
Reading Goal #5A:	

Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Black: 47% (60)	Black: 52% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	----------------------------	-----------------	------------------------------------------------------	------------------------------------------------------------	------------------------

1	Time in the daily schedule to provide Tier 2 and Tier 3 reading instruction outside of the 90-minute uninterrupted reading block utilizing differentiated curriculum to meet individual student needs.	During the 30-minute school-wide Intervention/Enrichment block, students will be engaged in alternate curriculum at their instructional level: Foundations, SRA Corrective Reading	Literacy Coach RtI Coach Teachers Administration	Bi-weekly progress monitoring for the lowest 10% and monthly progress monitoring for the lowest 30%	EASYCBM
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	-----------------------------------------------------------------------------------------------------	---------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading				
Reading Goal #5B:				
Reading Goal #5B: English Language Learners (ELL)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading				
Reading Goal #5C:				
Reading Goal #5C: Students with Disabilities (SWD)				

2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Students in the Economically Disadvantaged subgroups will make Adequate Yearly Progress in 2011.
-------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
57% (150)	62% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time outside of the 90-minute uninterrupted reading block to provide Tier 2 and Tier 3 reading interventions.	During the 30-minute Intervention/Enrichment block, intervention curriculum will be provided in a small group setting utilizing a variety of materials: Foundations, SRA Corrective Reading	Literacy Coach RtI Coach Teachers Administration	Progress monitoring will be done bi-weekly on the lowest 10% and monthly on the lowest 30%	EASYCBM

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
Kagan Structures	K-5 Resource	Gina Renna Barbara Sutton Logan Burns Nicole Rodriguez Debra Tedder Stephanie White	School-wide	monthly	Lesson Plans Informal and Formal Observations	Administration
Thinking Maps	K-5 Resource	Kimberly Cain Carolyn Wilkins	School-wide	Ongoing Initial training for new teachers: Oct. 4, 2010	Lesson Plans Informal and Formal Observations	Administration
Wilson: Foundations	K-2	Rachelle Kistler	New teachers K-2	October, 2010	Lesson Plans Informal and Formal Observations	Administration
Destination Reading	K-5	Zade Armstrong	Teachers that have not received DMR training	TBD	Informal Observations	Administration

Reading Budget:

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

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

End of Reading Goals

Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in mathematics		By June 2011 80% of students in grades 3-5 will score proficient (Level 3 or higher) in math on the FCAT. Students in grades 3-5 will be able to complete mathematical computations utilizing number sense, geometry and spatial sense as demonstrated on district Benchmark and FCAT assessments.			
Mathematics Goal #1:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
33% (93)			36% (113)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New math curriculum with a reduced time for math instruction from 90 minutes to 60 minutes.	Teacher training on the new program, provide direct instruction that is focused on helping students learn basic skills	Teachers, RtI Coach, Administration	Fidelity checks via informal and formal observations will be implemented to monitor the effectiveness of the strategies.	Benchmarks Skill Drills FCAT Informal and Formal 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:					
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics		By June 2011 80% of students in grades 3-5 will score proficiency (Level 3 or higher) in math on the FCAT. The percentage of students scoring a level 4 and 5 will increase by 3%.			
Mathematics Goal #2:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
40% (115)			43% (135)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool

			for Monitoring	Strategy	
1	New math curriculum with a reduced time for math instruction from 90 minutes to 60 minutes.	Teacher training in the new program and implementation of higher level questioning strategies that focuses on increasing students' thinking and reasoning skills	Teachers Administration	Lesson Plans Fidelity checks via informal and formal observations will be implemented to monitor the effectiveness of the strategies	Benchmarks Skill Drills FCAT

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	By June 2011 80% of students in grades 3-5 will make learning gains in mathematics on the FCAT.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
72% (78)	80% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New math curriculum with a reduced time for math instruction from 90 minutes to 60 minutes.	Teacher training on new math program, implement math stations and cooperative group work	Teachers Administration RtI Team	Lesson Plans Fidelity checks via informal and formal observations will be implemented to monitor the effectiveness of the strategies	Benchmark Skill Drills FCAT

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	By June 2011 68% of grades 3-5 students in the lowest 25% will make learning gains in mathematics on the FCAT.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

65% (204)			68% (214)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New math curriculum with a reduced time for math instruction from 90 minutes to 60 minutes.	Teacher training on new program, differentiate math instruction utilizing math stations and technology to meet the needs of all students	Teacher Administration RtI Team	Lesson Plans Informal and Formal Observations	Benchmarks Skill Drills FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5A:	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	

Mathematics Goal #5B:				
Mathematics Goal #5B: English Language Learners (ELL)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics				
Mathematics Goal #5C:				
Mathematics Goal #5C: Students with Disabilities (SWD)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics				
Mathematics Goal #5D:				
Writing Goal #5D: Economically Disadvantaged				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Training	K-5 Math	Debra Kohuth	Identified teachers in grades K-5	September and October, 2010	Informal Observations Lesson Plans	Administration Identified Teachers
Destination Math	K-5Administration	Zade Armstrong	Teachers that have not received DMR training	TBD	Informal Observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of *Mathematics Goals*

Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in science		Based on trend data, the percentage of students expected to increase to a Level 3 on the FCAT is 3%. Instruction will focus on areas of life and environmental sciences.			
Science Goal #1:					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
28% (23)		31% (34)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of students to Lawnwood and an increase in the number ESE students	Support will be provided by ESE teachers and paraprofessionals in classroom setting during content instruction,	Teachers Administration Student Support Specialist Science Resource	Lesson Plans Fidelity checks via classroom walkthroughs, informal and formal observations	Benchmarks FCAT

	students will receive Science Resource where real life experiences will be expored	Teacher		
--	------------------------------------------------------------------------------------	---------	--	--

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	Trend data supports an increase of students achieving a Level 4 or 5 on the FCAT to increase by 3%. Areas of focus are life and environmental sciences.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
21% (17)	24% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of students attending Lawnwood and an increase in the number of ESE students in grade 5.	Support will be provided by ESE teachers and paraprofessionals in the classroom setting, students will attend Science Resource to explore the sciences using higher level questioning and the Scientific Method	Teachers Administration Science Resource Teacher Student Support Specialist	Lesson Plans Fidelity checks via classroom walkthroughs, informal and formal observaions	Benchmarks FCAT

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	Target Dates and Schedules(e.g. , Early Release) and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

			school-wide)	(e.g., frequency of meetings)		
No Data Submitted						

Science Budget:

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

*End of Science Goals***Writing Goals**

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	Students in grade 4 will improve their writing skills in the areas of focus, organization, support and conventions to increase the number of students achieving a Level 3, 4 and 5 on the FCAT.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
24% (23)	27% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of new students to the school and in the number of ESE students.	Differentiate instruction, establish clear learning goals, provide small group instruction that is carefully matched to the learner's needs, push-in support will be provided as additional assistance during the writing block	Teachers Administration Literacy Coach Student Support Specialist	Lesson Plans Fidelity checks through classroom walkthroughs	Monthly Writing Drills FCAT

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	

Writing Goal #2B:				
Writing Goal #2B: English Language Learners (ELL)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
----------------------------------------------------------------------------------	--	--	--	--

Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	Grades 3 and 4	Nancy Prizito Nicole Rodriguez	Grade 3, 4 and ESE teachers	August 14, 2010 Monthly meetings: Grade 4 with consultant and grade 3 with teacher leader	Grade 3 will work with grade 4 teachers and consultant to review student work	Administration

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshop	Consultation		\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of **Writing Goals**

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		The number of absences and tardies will decrease in the 2010-2011 school year by 10%.			
2010 Current Attendance Rate: *		2011 Expected Attendance Rate: *			
414 students		373 students			
2010 Current Number of Students with Excessive Absences (10 or more)		2011 Expected Number of Students with Excessive Absences (10 or more)			
173 students		156 students			
2010 Current Number of Students with Excessive Tardies (10 or more)		2011 Expected Number of Students with Excessive Tardies (10 or more)			
84 students		76 students			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Parents/guardians understanding the SLC attendance policy	Presenting attendance policy and reminders in a variety of forums: monthly parent newsletters, monthly PTO and SAC meetings, monthly Family Nights, written memos when parents drop-off students late and/or pick-up students early.	Administration, Guidance counselor, Student Support Specialist, Teachers	Attendance data collection	Attendance data provided by Skyward system and Sign-In and Sign-Out Logs
---	-----------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	----------------------------	--------------------------------------------------------------------------

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
No Data Submitted						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	Analysis of 2009 and 2010 suspension data indicates a reduction by 50% in the number of days and number of student being suspended.
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
7 students	7 students
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
6 students	6 students
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
179 students	90 students
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
96 students	48 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of new students to the school.	Orient new students to school-wide discipline program: Positive Behavior	PBS Core Team Teachers	Discipline Referral Data	Skyward Discipline Referral System

		Support.			
2	Classroom based behavior intervention	Implement CHAMPS school-wide	Teachers Administration	Classroom walkthroughs	Informal Observations
3	No Tier 2 behavior intervention in place	Implement Tier 2 Intervention: BEP-check in/check out system	BEP Team	Discipline Referral Data	Skyward Discipline Referral System

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
PBS	K-5	PBS Core Team	School-wide	Initial training for new employees: 8/10 PBS Staff update training: August/September, 2010	Classroom walkthroughs	PBS Core Team Administration
CHAMPS	K-5	CHAMPS Consultant	School-wide	Initial training: Aug. 19, 2010. Follow-up training TBD	Classroom Walkthroughs	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	Books, materials Consultant		\$8,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

End of **Suspension** Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>				
2010 Current Dropout Rate: *		2011 Expected Dropout Rate: *		
2010 Current Graduation Rate: *		2011 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Increase by 25% the level of parent involvement through recruitment and by offering a variety of opportunities in which parents can participate.</p>

2010 Current Level of Parent Involvement:*			2011 Expected Level of Parent Involvement:*		
4617 volunteer hours			5355 volunteer hours		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent's work schedules	Offer opportunities after work hours	Carolyn Modine	Record the number of volunteer hours	Activity sign-in sheets
2	Parents not receiving activity information	Advertise activities in the local newspaper, monthly newsletters, flyers sent home in Thursday folders, ConnectEd phone calls and during events	Carolyn Modine	Record the number of volunteer hours	Activity sign-in sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	CHAMPs	Books, materials Consultant		\$8,000.00
				Subtotal: \$8,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Workshop	Consultation		\$4,000.00
				Subtotal: \$4,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$12,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

- Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/4/2010 11:01:06 AM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount

No data submitted

Describe the activities of the School Advisory Council for the upcoming year

Activities planned for the School Advisory Council this year include: review student achievement data using FCAT, SAT-10, FAIR, and SLC Benchmarks results; oversee Positive Behavior Support program; plan for monthly Lawnwood Parent Nights; and provide guidance on identifying needs and spending the Title 1 budget.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

St. Lucie School District LAWNWOOD ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	75%	96%	52%	288	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	72%			136	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	36% (NO)	70% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

St. Lucie School District LAWNWOOD ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	70%	96%	48%	285	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	62%			125	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	56% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					531	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested