I. Current School Status:

  A. School Information:

    1. School-Level Information:

      a. School: Windmill Point Elem School

      b. Principal's name: Latricia Woulard

      c. School Advisory Council chair's name: Lili Krajewski

      d. Names and position titles of the School-based Leadership Team (SBLT):

Name	Title
Michelle Herrington	Assistant Principal
Sarah Courtemanche	Instructional Coach
Francis Lansiquot	Instructional Coach
Kathleen mannarino	ESE Chairperson
Rosa Myles	Guidance Counselor

    2. District-Level Information:

      a. District: St Lucie

      b. Superintendent's name: Mrs. Genelle Zoratti Yost

      c. Date of school board approval of SIP: Pending

  B. School Advisory Council (SAC):

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

    1. Describe the membership of the SAC including position titles:
Windmill Point Elementary's School Advisory Council is composed of the principal, an appropriately balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

    2. Describe the involvement of the SAC in the development of this school improvement plan:
The SAC committee was instrumental in the development and implementation of the School Improvement Plan throughout the 2013-2014 school year. SAC members will be involved in monthly updates during which they will be able to offer additional input to be considered.

    3. Describe the activities of the SAC for the upcoming school year:
The SAC committee will participate in various activities that will involve delivery of informational materials, discussion, items for review and vote (if necessary). Presentations will be given by DAC representatives, PTO, and administration concerning vital school information.

    4. Describe the projected use of school improvement funds and include the amount allocated to each project:
N/A

    5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:
In Compliance

    6. If no, describe the measures being taken to comply with SAC requirements:

  C. Highly Qualified Staff:

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

    1. Administrators:

      a. # Administrators: 2

      b. # Receiving Effective rating or higher: (not entered because basis is < 10)

      c. For each of your school's administrators (principal and all assistant principals), complete the following fields:

Administrator	Credentials	Performance Record
Latricia Woulard Principal	B.S., Biology, South Carolina State University M.Ed., Educational Leadership, Nova Southeastern University Professional Certificate - Biology, Educational Leadership Years as Administrator: 8 Years at Current School: 1	2006- 2010 Frances K. Sweet Elementary Magnet School, A School 2010-2011 Saint Lucie Elementary School, A School 2011-2013 Palm Pointe Educational Research School@Tradition, A School
Michelle Herrington Asst Principal	B.A. Elementary Education, Florida Atlantic University M. Ed. Educational Leadership, American College of Education Florida Professional Certification in Elementary Education with ESOL Endorsement, Educational Leadership Years as Administrator: 2 Years at Current School: 2	Windmill Point Elementary 2012-2013, D school

    2. Instructional Coaches:

      a. # Instructional Coaches: 2

      b. # Receiving Effective rating or higher: (not entered because basis is < 10)

      c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Sarah Courtemanche Full-time	Professional Certificate - Biology, Educational Leadership	2012-2013, Palm Point Educational Research School - A school

School-based Areas: Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	B.S., Elementary Education, Rhode Island College Professional Certificate - Elementary Education, ESE Education K-12 Years as Coach: 1 Years at Current School: 1	
Francis Lansiquot Full-time School-based Areas: Mathematics, Science, Data	B.S., Airway Science Management, Florida Memorial University Professional Certificate - Middle Grades Social Science Years as Coach: 1 Years at Current School: 1	2012-2103 Dan McCarty 3-8, D School

3. **Classroom Teachers:**
   a. **# of classroom teachers:** 54
   b. **# receiving effective rating or higher:** , 0%
   c. **# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):** 50, 93%
   d. **# certified in-field, pursuant to Section 1012.2315(2), F.S.:** 51, 94%
   e. **# ESOL endorsed:** 40, 74%
   f. **# reading endorsed:** 3, 6%
   g. **# with advanced degrees:** 10, 19%
   h. **# National Board Certified:** 2, 4%
   i. **# first-year teachers:** 5, 9%
   j. **# with 1-5 years of experience:** 12, 22%
   k. **# with 6-14 years of experience:** 26, 48%
   l. **# with 15 or more years of experience:** 11, 20%

4. **Education Paraprofessionals, pursuant to s. 1012.01(2)(e):**
   a. **# of paraprofessionals:** 8
   b. **# Highly Qualified, as defined in 20 U.S.C. § 6319(c):** 0, 0%

5. **Other Instructional Personnel:**
   a. **# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals:** 4
   b. **# receiving effective rating or higher:** (not entered because basis is < 10)

6. **Teacher Recruitment and Retention Strategies:**
   This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
   a. **Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:**
   We provide extensive, ongoing, job-embedded professional development to instructional staff members to ensure they are provided with the resources to be effective and satisfied in their job. Professional Development needs are determined by staff surveys, classroom observations, and data. Understanding the importance of a positive school culture and climate, the school works to ensure that all teachers feel valued in their roles.
   Person Responsible: Latricia Woulard, Principal

7. **Teacher Mentoring Program/Plan:**
   This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
   a. **Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:**
   We have a well defined, intensive new teacher program that addresses both induction and mentoring. Each teacher in his/her first and second year of teaching is assigned a mentor who teaches in close proximity and the same grade/content level. This allows the teacher immediate access to an effective, seasoned teacher who teaches the same grade level for assistance. There are also monthly meetings that are held where targeted professional development is delivered to new teachers. New teachers are surveyed for needs and professional development is planned accordingly. Additionally, we have a district liaison who provides one-on-one support in the classroom of our new teachers. This support is for implementing classroom management and instructional strategies. The school district also offers quarterly trainings for all new teachers as part of the induction process to acclimate teachers to the culture of the district.
   Person Responsible: Michelle Herrington

D. **Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI):**
   This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. **Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:**
   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.
   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

2. **What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :**
   The function/responsibility of the RtI Core PST Chair is to:
   • Schedule and prepare agenda for Core PST meetings three to four times a school year
   • Send invitations and meeting agenda to all members and/or invitees
   • Confirm that personnel responsible for presentations are prepared prior to the meeting
   • Facilitate collegial conversation and consensus building while using the data driven "problem-solving" model.
   • Keep conversation on task and focused
   The function/responsibility of the Data Keeper is to:
   • Provide school-wide data in specialty area for all members to view
   • Communicate curriculum, program, procedural or policy concern
   • Initiate discussion of the interpretation of the data Time Keeper
   • Provide periodic updates to team members regarding the amount of time left to complete a given task
   The function/responsibility of the Recorder is to:
   • Forward minutes of the meeting, including attendee names, to each member of the Core Team and building
   principal for approval
   • Take notes for the purpose of capturing important discussions and outcomes of meetings
   • Following administrative approval and when appropriate, shares minutes with the school staff

3. **Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:**
   Core Team Meeting, Temperature Check (informal), Response Meetings. Monthly School Improvement meetings, Subcommittee Meetings.

4. **Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance):**
   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
   Managed data will include:
   Academic
   • Oral Reading Fluency Measures
   • EasyCBM Benchmark Assessments
   • Journeys Benchmark Assessments
   • State/Local Math and Science assessments
   • FCAT
   • Student grades
   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

5. **Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:**
   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. Train staff on MTSS.
   • District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures;
   • Support and Training will be provided at individual grade level meetings as needed

E. **Increased Learning Time/Extended Learning Opportunities:**
   This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. **Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	6,840	Instruction in core academic subjects, Teacher collaboration, planning and professional development
Strategy Description	Strategy Description Level 1 and 2 identified students will recieve additional academic support during an after school program geared to standards based-instruction. The program to be used is aligned to local, state and national standards and assessment objectives. The program is grounded in scientifically-based research and has a proven record of positive results, which allows schools using the program to be confident that the instructional strategies are sound and that the program will contribute to improve student academic achievement.	

How is data collected and analyzed to determine the effectiveness of this strategy?	How is data collected and analyzed to determine the effectiveness of this strategy?
	Data collected will provide accountability, to inform instructional decisions, to measure growth, and ways to evaluate students through performance-based learning. Instructional improvement for each student will be customized based on systems which includes Universal Screeners and Benchmark Assessments, short probes, progress monitoring, through various reporting tools.
	The assessments will positively impact student achievement because of the results that are tied to instruction and are actionable. Teachers will immediately have targeted, relevant resources to address student needs. The power of the technology based program means that even in a school with divergent learning needs, each student will have access to an individualized instruction.
Who is responsible for monitoring implementation of this strategy?	Who is responsible for monitoring implementation of this strategy?
	Administration, program coordinator and after school teachers

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title
Sarah Courtemanche	Instructional Coach
Francis Lansiquot	Instructional Coach
Nidia Nigaglioni	Elementary Educator-4
Stephanie Sakowski	Elementary Educator- K
Patricia Reardon	Elementary Educator-5
Jacqueline Davis	Elementary Educator-2
Colleen Gordon	ESE
Cathy Scott	Media Specialist
Dorcia Reid	Elementary Educator-1
Angela Patton	Elementary Educator-3
Rosa Myles	Guidance/ ESOL

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):
The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and to focus on areas of literacy concern across the school. The principal, instructional coaches, mentor reading teachers, content area teachers, and other principal appointees serve on this team, which meets at least once a month. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of literacy throughout the school. The LLT is comprised of an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving. The LLT will respond as issues and concerns arise through an ongoing, systematic examination of available data with suggested early interventions that directly impact student achievement/literacy and the prevention of student failure.

3. What will be the major initiatives of the LLT this year?:
The Reading Leadership Team will:
• Engage in regular, ongoing, literacy professional development
• Participate in Professional Learning Communities and Study Groups
• Use data to analyze the effectiveness of instruction and redesign instruction and
resources to meet the student's instructional and intervention needs
• Implement Common Core State Standards for ELA and Comprehensive Intensive
Reading Programs that are scientifically based for reading instruction and support strategies with fidelity as they align with district initiatives
• Participate in ongoing literacy dialogues with peers
• Create and share activities designed to promote literacy, such as literacy and linguini night
• Support and participate in classroom research
• Support and participate in classroom demonstrations and modeling of research-based
reading strategies (reciprocal teaching etc.)
• Mentor other teachers and present staff development
• Reflect on practice to improve instruction

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

H. Preschool Transition:
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:
The district provides pre-school services for primary readiness through the Voluntary Pre-K program which employs teachers who are proficient in individualizing the curriculum and creating the kind of quality environment that move children toward kindergarten, ready to learn. The Standards for Four-Year Olds are aligned with the kindergarten Next Generation Sunshine State Standards and Common Core Standards. The standards are organized in five domains:
Physical Development
Approaches to Learning
Social and Emotional Development
Language, Communication, and Emergent Literacy
Cognitive Development and General Knowledge
Each VPK classroom also receives oral language/vocabulary, literacy and classroom management support from a team of highly qualified professionals.
As a school, we assist with transition by providing tours for families along with kindergarten orientation opportunities.

I. College and Career Readiness:
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

2. **How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:**

3. **Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:**

I. Expected Improvements:

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. Area 1: Reading:

1. **Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA:**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	59%	No	70%
American Indian				
Asian				
Black/African American	53%	45%	No	57%
Hispanic	69%	63%	No	72%
White	72%	64%	No	75%
English language learners	47%	45%	No	52%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	62%	56%	No	66%

2. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	24%	34%
Students scoring at or above Achievement Level 4	137	33%	40%

3. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

4. **Learning Gains:**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	151	56%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	35	52%	65%

5. **Comprehensive English Language Learning Assessment (CELLA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	9	39%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	4	15%	19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	3	19%	24%

6. **Postsecondary readiness:**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

B. Area 2: Writing:

	2013 Actual #	2013 Actual %	2014 Target %

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	72	57%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

C. Area 3: Mathematics:
    1. Elementary and Middle School Mathematics:
        a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	50%	No	69%
American Indian				
Asian				
Black/African American	54%	39%	No	59%
Hispanic	65%	54%	No	69%
White	72%	51%	No	75%
English language learners	52%	39%	No	57%
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	60%	47%	No	64%

        b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	27%	40%
Students scoring at or above Achievement Level 4	87	21%	29%

        c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

        d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	43%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	37%	46%

    2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

    3. High School Mathematics:
        a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%		No	69%
American Indian				
Asian				
Black/African American	54%		No	59%
Hispanic	65%		No	69%
White	72%		No	75%
English language learners	52%		No	57%

Students with disabilities	34%	No	41%
Economically disadvantaged	60%	No	64%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

c. Learning Gains:

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	18%	23%
Students scoring at or above Achievement Level 4	23	16%	20%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

3. High School Science:

a. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

4. **Biology I End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

E. **Area 5: Science, Technology, Engineering, and Mathematics (STEM):**

   1. **All levels:**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		10
Participation in STEM-related experiences provided for students	425	50%	100%

   2. **High schools:**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. **Area 6: Career and Technical Education (CTE):**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

G. **Area 7: Social Studies (Area 7 will not be completed in 2013-14):**

   1. **U.S. History End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

   2. **Civics End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. **Area 8: Early Warning Systems:**

   1. **Elementary School Indicators:**

	2013 Actual #	2013 Actual %	2014 Target %

	55	7%	5%
Students who miss 10 percent or more of available instructional time	55	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	22	3%	2%
Students who are not proficient in reading by third grade	74	52%	32%
Students who receive two or more behavior referrals	26	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	4%	3%

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. Graduation:

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

I. Engage Title I as Partners in Planning
Involve Title I parents in jointly developing, implementing, and revising the Family and Community Engagement Policy and the District Title I Family Involvement Plan.
a. Provide informational workshops to Title 1 Parents throughout the year on the Family and Community Engagement Policy and Plan
b. Annually assess the implementation of the Family and Community Engagement Policy and Plan with the input of Title 1 families to measure the effectiveness of the policy and the degree to which annual goals have been met.
c. Provide opportunities throughout the year for Title I families to participate in the dialogue and decision making to Title I school programs. This will include feedback on the school budget, including Title 1 funds.
d. Develop partnerships with community based organizations to coordinate and promote effective parent involvement programs and activities at Title I schools, including community support for school initiatives.
II Expand and Support Effective Strategies to Involve Parents
a. Provide a menu of workshops that provide families with information on how to improve student achievement
b. Provide online opportunities for Title I parents to learn about best practices to improve student achievement/school performance (webinars)
c. Make information available such as the St. Lucie County Parent Resource Center, to Title I parents through the school website
d. Develop and use effective communication methods to ensure all Title I families, regardless of income, ethnic background, or language share and receive school to home, and home to school communications about district and school level programs and activities. (postcards, brochures, email)
e. Provide communications regarding ESOL to the extent possible in language and format that parents can understand. Translations of all documents that go home to families in Spanish and other appropriate languages .
f. Provide reasonable supports and resources associated with parent involvement activities as requested by Title I parents..

g. Maximize family involvement and participation by scheduling a meeting at a variety of times/locations that are convenient to Title I families.

III Build Capacity of Parent, Educators, and Community to Help School Achievement

a. Provide assistance to Title I parents in understanding FLDOE's academic content standards (CCSS/NGSSS) , state and local assessments, Title I requirements, monitoring of their child's progress and working with the school to improve student achievement

b. Offer workshops twice a year to Title I parents on understanding academic standards and assessments

c. Offer workshops to Title I parents and community members associated with Title I schools to empower them to share information with other Title I parents about standards, assessments, requirements, transitions in school, and supporting their child's learning (parent to parent)

IV. Coordinate and Integrate Strategies with Other Groups that Support Parent Involvement

a. Promote and Support an Early Learning Fair

b. Countdown to Kindergarten

c. Resources for Title I parents on options for Early Learning

d. FCAT Awareness /PARCC Shift

e. Develop appropriate roles for community based organizations and businesses in parental involvement activities, recruit partners and volunteers to support Title I parent involvement efforts

2. **Specific Parental Involvement Targets:**

J. **Area 10: Additional Targets:**

1. **Description of additional targets:**

2. **Specific Additional Targets:**

K. **Problem Solving:**

Goal:	By June 2014, 63%(148) of students in grades 4-5 will make learning gains on the FCAT 2.0 Math Test.			
Supported Areas:	Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains			
Resources	Instructional Coaches through Title I funding, District Instructional Partner (Math), Standards Based Instruction, Test Item Specifications, Collaborative Planning, Comprehensive Research Based Mathematical Programs, Action Research, Ongoing Professional Development, MTSS, Data Analysis to Drive Instruction			

Monitor Goal	Who	What	When	Evidence
	Administrative Team, Instructional Coaches, Teacher Teams	Common Assessments	Ongoing	Student achievement on Common Assessments

Unselected Barriers	Time for Collaborative Planning, Teachers understanding of blending common core and NGSS, Teachers understanding the rigor of standards and content limits, Limited Technology Accessibility

Selected Barrier: Teacher understanding and implementation of data analysis

Strategy: Teachers will be provided with half-day and full-day collaborative planning sessions to examine data and plan for instruction

Action Step: Who	What	When	Evidence
Instructional Coaches, Administrators, District Instructional Partners	Substitutes will be provided for teachers to collaboratively plan during half-day and full-day sessions to examine data and plan for instruction	Ongoing at intervals following the baseline, mid-year, and predictive	Data from assessments, targeted instruction during walk-throughs

Monitor Fidelity	What	When	Evidence
Instructional Coaches, Administrators, District Instructional Partners	Observation of collaborative planning sessions, classroom walk-throughs	Ongoing	Assessment data, classroom observation data

Monitor Effective	What	When	Evidence
Instructional Coaches, Administrators, District Instructional Partners	Classroom walk-throughs, observation of collaborative planning sessions	Ongoing	Assessment data

Unselected Strategies	Teachers will be provided mini assessments to track students' mastery of specific skills

Goal:	By June 2014, 74% (310) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Reading Test.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - Learning Gains			
Resources	Standards-Based Instruction, Test-Item Specs, Collaborative Planning, Literacy Routines, Content-Area Teachers, Literacy Leadership Team, Instructional Coaches, Comprehensive, Research-Based Literacy Programs, Action-Research, Ongoing Literacy Professional Development (Thinking Maps, Response to Literature, PLCs, etc.), MTSS, Data Analysis to Drive Instruction , District Instructional Partner			

Monitor Goal	Who	What	When	Evidence
	Administrative Team, Instructional Coaches, Teacher Teams	Common Assessments	Ongoing	Student Achievement on Common Assessments

Unselected Barriers	Teachers understanding and implementation of the collaborative planning process, Teachers implementation of the literacy routine

Selected Barrier: Time for Collaborative Planning

Strategy: Creating additional time to collaborate during the school day

Action Step: Who	What	When	Evidence
Administrative Team, Instructional Support Team, Instructional Coaches	Substitutes will be provided so teams of teachers can collaboratively plan during the school day.	Monthly	Collaborative Planning Document

Monitor Fidelity	What	When	Evidence
Administrative Team, Instructional Coaches	Sitting in on Collaborative Planning Sessions, Reviewing Collaborative Planning Document	Monthly	Collaborative Planning Document

Monitor Effective	What	When	Evidence
Administrative Team, Instructional Coaches	Sitting in on Collaborative Planning Sessions, Reviewing Collaborative Planning Documents	Monthly	Collaborative Planning Documents, Student Achievement Data

Selected Barrier: Time for Collaborative Planning

Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

Action Step: Who		What	When	Evidence
	Administrative Team, Instructional Coaches, Instructional Support Team	District PD for Collaborative Planning, School-based PD for teams	Ongoing	Collaborative Planning Document

Monitor Fidelity	What	When	Evidence
Administrative Team, Instructional Coaches	Sitting in on collaborative planning sessions for feedback and modeling	Ongoing	Collaborative Planning Document

Monitor Effective	What	When	Evidence
Administrative Team	Sitting in on collaborative planning sessions modeling and providing feedback	Ongoing	Collaborative Planning Document

Goal:	By June 2014, 70% (170) of students in grades 4-5 will make learning gains on the the FCAT 2.0 Reading Test.
Supported Areas:	Reading - FCAT2.0, Reading - Learning Gains
Resources	Standards Based Instruction, Test Item Specs, Collaborative Planning, Literacy Routine, Content Area Teachers, Litereacy Leadership Team, Instructional Coaches, Comprehensive, Research Based Literacy Programs, Action Research, Ongoing Literacy Professional Develpment (Thinking Maps, Response to Literature, PLC's, MTSS, Data Analysis to Drive Instruction, Standards Based Instruction, Test Item Specs, Collaborative Planning, Literacy Routine, Content Area Teachers, Litereacy Leadership Team, Instructional Coaches, Comprehensive, Research Based LIteracy Programs, Action Research, Ongoing Literacy Professional Develpment (Thinking Maps, Response to Literature, PLC's, MTSS, Data Analysis to Drive Instruction

Monitor Goal	Who	What	When	Evidence
	Administrative Team, Instructional Coaches, Leadership Support Team	In House Professional Development	Ongoing	Collaborative Planning Document

Unselected Barriers	Teachers Understanding and Implementation of the Collaborative Planning Process, Teachers Understanding of Common Core State Standards, Teachers understanding of the blending of NGSSS & Common Core State Standards for grades 3-5, Teachers understanding and implementation of data analysis., Teachers implementation of the literacy routine, Teachers understanding the rigor of standards and content limits, Time for Collaborative Planning, Teachers Understanding and Implementation of the Collaborative Planning Process, Teachers Understanding of Common Core State Standards, Teachers understanding of the blending of NGSSS & Common Core State Standards for grades 3-5, Teachers understanding and implementation of data analysis., Teachers implementation of the literacy routine, Teachers understanding the rigor of standards and content limits

Selected Barrier: Time for Collaborative Planning

Strategy: Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

Action Step: Who		What	When	Evidence
	Administrative Team, Instructional Coaches, Leadership Support Team	District PD for collaborative planning School Based PD for teams	Ongoing	Collaborative Planning Document
	Administrative Team, Instructional Coaches, Leadership Support Team	District PD for collaborative planning School Based PD for teams	Ongoing	Collaborative Planning Document

Monitor Fidelity	What	When	Evidence
Administrative Team, Common Instructional Coaches,	Sitting in on Collaborative Planning Sessions for Feedback and Modeling	Ongoing	Collaborative Planning Document Coaches Logs

Monitor Effective	What	When	Evidence
Administrative Teams	Sitting in on Collaborative Planning Sesssions, Modeling, Providing Feedback	Ongoing	Collaborative Planning Document

Unselected Strategies	Strategy: Creating additional time to collaborate during the school day

Goal:	By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.
Supported Areas:	Writing
Resources	Instructional Coaches, Write from the Beginning writing curriculum, 60 minutes dedicated writing time for all grades in the master schedule

Monitor Goal	Who	What	When	Evidence
	Teachers, Instructional Coaches, Administrators, District Instructional	Classroom Observations to observe standards-based instruction, monthly writing prompts with multiple scorers, data meetings to examine writing score data	Ongoing	Data from walk-throughs and

	Partners			monthly writing prompts

Unselected Barriers	Understanding the new scoring for FCAT Writes 2.0

Selected Barrier: Knowledge of the writing curriculum

Strategy: Ensure that all teachers are provided training in the Write from the Beginning writing framework

Action Step: Who		What	When	Evidence
	Instructional Coaches, Assistant Principal	Schedule teachers who need training to attend Write from the Beginning writing training	October 2013	Attendance at the training, classroom observations
Monitor Fidelity		**What**	**When**	**Evidence**
Instructional Coaches, Administration, District Instructional Partners		Use of the Writing from the Beginning writing curriculum	October 2013	Attendance roster, Classroom Observation
Monitor Effective		**What**	**When**	**Evidence**
Instructional Coaches, Administrators, District Instructional Partners		Classroom Observations to observe writing lessons	Ongoing	Walk-through record sheets

Unselected Strategies	Ensure that all teachers are provided a copy of the Write from the Beginning writing manual
	Instructional Coaches providing support and modeling, if needed, on writing instruction

Selected Barrier: Knowledge of the Common Core State Standards for Writing

Strategy: Training on the Common Core State Standards - District and School-Based

Action Step: Who		What	When	Evidence
	Teachers, Administrators, Instructional Coaches, District Instructional Partners	Ongoing training in the Common Core State Standards for Writing instruction	Pre-school professional development, ongoing professional development	Professional Development Registration & Sign-in sheets
Monitor Fidelity		**What**	**When**	**Evidence**
Instructional Coaches, Administration, District Instructional Partners		Classroom Walk-throughs, Lesson Plans	Ongoing	Walk-through data
Monitor Effective		**What**	**When**	**Evidence**
Instructional Coaches, Administrators, District Instructional Partners		Classroom Walk-throughs, Data Meetings for writing instruction, Lesson Plans	Ongoing	Walk-through data, Lesson Plans

Selected Barrier: Knowledge of the Common Core State Standards for Writing

Strategy: Collaborative Planning time for teachers to examine the standards and plan standards-based instruction

Action Step: Who		What	When	Evidence
	Instructional Coaches, Administrators, District Instructional Partners	Collaborative planning time for teachers to examine and plan for standards-based instruction in writing	Ongoing - weekly and scheduled full and half-day sessions	Lesson plans, classroom walk-through observation data
Monitor Fidelity		**What**	**When**	**Evidence**
Instructional Coaches, Administrators, District Instructional Partners		Classroom walk-throughs, lesson plans, data meetings	Ongoing	Walk-through data, Lesson plans
Monitor Effective		**What**	**When**	**Evidence**
Instructional Coaches, District Instructional Partners		Instructional Coaches and District Instructional Partners faciliating collaborative planning	Ongoing	Classroom observations, Lesson Plans

Goal:	**By June 2014, 55% (70) of students in grade 5 will score at or above a Level 3 on the FCAT 2.0 Science Test.**
Supported Areas:	Science - Elementary School
Resources	District Instructional Partner, Science Lab, Science Saurus, The Happy Scientist subscription, Brain Pop subscription, Virtual Labs through Think Central, Science presentations (FPL)

Monitor Goal	**Who**	**What**	**When**	**Evidence**
	Instructional Coaches, Instructional Partners, Administrators	Ongoing assessment data evaluation	Ongoing - after mini assessments and progress monitoring assessments	Assessment data

Unselected Barriers	Teachers understanding of the science content, Teachers access to technology

Selected Barrier: Implementation of hands on science labs

Strategy: A hands-on science resource lab will be set up for teachers to use and for instructional coaches and partners to model the use of hands-on labs

Action Step: Who		What	When	Evidence
	Teachers, Instructional Coaches, District Instructional Partners	Establish a hands-on science lab	Set-up in October, modeling and lessons ongoing	Observation of the science lab lessons

Monitor Fidelity	What	When	Evidence
Instructional Coaches, Instructional Partners, Administration	Lab observations	Ongoing	Assessment Data, Observation Data
Monitor Effective	**What**	**When**	**Evidence**
Instructional Partners, Instructional Coaches, Administration	Observations	Ongoing	Observation data

Goal:	**By June 2014, 71% (271) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Math Test.**			
Supported Areas:				
Resources	Instructional Coaches, District Instructional Partner (Math), Standards Based Instruction, Test Item Specifications, Collaborative Planning, Comprehensive Research Based Mathematical Programs, Action Research, Ongoing Professional Development, MTSS, Data Analysis to drive instruction			
Monitor Goal	**Who**	**What**	**When**	**Evidence**
	Administrative Team, Instructional Coaches, Teacher Teams	Common Assessments	Ongoing	Student Achievement on Common Assessments
Unselected Barriers	Time for Collaborative Planning,Teachers understanding of blending common core and NGSS, Teacher understanding the rigor of standards and content limits, Limited Technology Accessibility.			

I. **Coordination and Integration:**
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. **Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:**
Title I: Services are provided to ensure students requiring additional remediation are assisted through high-quality classroom instruction which differentiates learning for all students. Windmill Point Elementary will also attempt to apply for Title II monies to ensure staff development opportunities are provided based on teachers' needs to meet student targets. The district coordinated with Title I in ensuring staff development needs are provided.
Supplemental educational services are provided through Title I funds to meet the needs of our low achieving, economically disadvantaged students. Additionally, coordination with Title X aids in meeting the needs of homeless students.
Title II:
Title II funds will be used to support programs and activities that are explicitly aimed at increasing student achievement and improving teachers' knowledge and ability to deliver effective standards-based instruction. For instance, all professional development activities for teachers and support staff funded through Title II, Part A will be coordinated with other federal and state programs in order to ensure that there is cohesiveness of vision and purpose.
Title X- Homeless
School based Homeless liaison participates in state wide webinar to ensure implementation and compliance with Title X

V. **Professional Development:**
This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

A. **For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Item 1: Substitutes will be provided so teams of teachers can collaboratively plan during the school day.

1. **Related Goal, Barrier and Strategy:**
   By June 2014, 74% (310) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Reading Test.

   Time for Collaborative Planning

   Creating additional time to collaborate during the school day

2. **Topic, focus, and content (action step):** Substitutes will be provided so teams of teachers can collaboratively plan during the school day.

3. **Facilitator or leader:** Instructional Coaches, Administrators, District Instructional Partners

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   Administrative Team, Instructional Support Team, Instructional Coaches

5. **Target dates or schedule (e.g., early release day, once a month):**
   Monthly

6. **Strategies for follow-up and monitoring, including person responsible:**
   Collaborative Planning Document Person Responsible: Administrative Team, Instructional Support Team, Instructional Coaches

Item 2: District PD for Collaborative Planning, School-based PD for teams

1. **Related Goal, Barrier and Strategy:**
   By June 2014, 74% (310) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Reading Test.

   Time for Collaborative Planning

   Providing professional development and support on the collaborative planning process and understanding of the standards.

2. **Topic, focus, and content (action step):** District PD for Collaborative Planning, School-based PD for teams

3. **Facilitator or leader:** Instructional Coaches, District Professional Development Team, Administrators

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   Administrative Team, Instructional Coaches, Instructional Support Team

5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing

6. **Strategies for follow-up and monitoring, including person responsible:**
Collaborative Planning Document Person Responsible: Administrative Team, Instructional Coaches, Instructional Support Team

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Item 3: District PD for collaborative planning School Based PD for teams

1. **Related Goal, Barrier and Strategy:**
By June 2014, 70% (170) of students in grades 4-5 will make learning gains on the the FCAT 2.0 Reading Test.

   Time for Collaborative Planning

   Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

2. **Topic, focus, and content (action step):** District PD for collaborative planningSchool Based PD for teams

3. **Facilitator or leader:** Instructional Coaches, District Professional Development Team, Instructional Partners, Administrators

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Administrative Team, Instructional Coaches, Leadership Support Team

5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing

6. **Strategies for follow-up and monitoring, including person responsible:**
Collaborative Planning Document Person Responsible: Administrative Team, Instructional Coaches, Leadership Support Team

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Item 4: District PD for collaborative planning School Based PD for teams

1. **Related Goal, Barrier and Strategy:**
By June 2014, 70% (170) of students in grades 4-5 will make learning gains on the the FCAT 2.0 Reading Test.

   Time for Collaborative Planning

   Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

2. **Topic, focus, and content (action step):** District PD for collaborative planningSchool Based PD for teams

3. **Facilitator or leader:**

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Administrative Team, Instructional Coaches, Leadership Support Team

5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing

6. **Strategies for follow-up and monitoring, including person responsible:**
Collaborative Planning Document Person Responsible: Administrative Team, Instructional Coaches, Leadership Support Team

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Item 5: Schedule teachers who need training to attend Write from the Beginning writing training

1. **Related Goal, Barrier and Strategy:**
By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.

   Knowledge of the writing curriculum

   Ensure that all teachers are provided training in the Write from the Beginning writing framework

2. **Topic, focus, and content (action step):** Schedule teachers who need training to attend Write from the Beginning writing training

3. **Facilitator or leader:** District Professional Development Staff

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Identified teachers

5. **Target dates or schedule (e.g., early release day, once a month):**
October 2013

6. **Strategies for follow-up and monitoring, including person responsible:**
Attendance at the training, classroom observations Person Responsible: Instructional Coaches, Assistant Principal

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Item 6: Ongoing training in the Common Core State Standards for Writing instruction

1. **Related Goal, Barrier and Strategy:**
By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.

   Knowledge of the Common Core State Standards for Writing

   Training on the Common Core State Standards - District and School-Based

2. **Topic, focus, and content (action step):** Ongoing training in the Common Core State Standards for Writing instruction

3. **Facilitator or leader:** District Professional Development Staff and Instructional Coaches

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers

5. **Target dates or schedule (e.g., early release day, once a month):**
Pre-school professional development, ongoing professional development

6. **Strategies for follow-up and monitoring, including person responsible:**
Professional Development Registration & Sign-in sheets Person Responsible: Teachers, Administrators, Instructional Coaches, District Instructional Partners

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Item 7: Collaborative planning time for teachers to examine and plan for standards-based instruction in writing

1. **Related Goal, Barrier and Strategy:**
   By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.

   Knowledge of the Common Core State Standards for Writing

   Collaborative Planning time for teachers to examine the standards and plan standards-based instruction

2. **Topic, focus, and content (action step):** Collaborative planning time for teachers to examine and plan for standards-based instruction in writing

3. **Facilitator or leader:** Administrators, Instructional Coaches, Grade Chairs, District Instructional Partners

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   Teachers

5. **Target dates or schedule (e.g., early release day, once a month):**
   Ongoing - weekly and scheduled full and half-day sessions

6. **Strategies for follow-up and monitoring, including person responsible:**
   Lesson plans, classroom walk-through observation data Person Responsible: Instructional Coaches, Administrators, District Instructional Partners

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Item 8: Establish a hands-on science lab

1. **Related Goal, Barrier and Strategy:**
   By June 2014, 55% of students in grade 5 will score at or above a Level 3 on the FCAT 2.0 Science Test.

   Implementation of hands on science labs

   A hands-on science resource lab will be set up for teachers to use and for instructional coaches and partners to model the use of hands-on labs

2. **Topic, focus, and content (action step):** Establish a hands-on science lab

3. **Facilitator or leader:** Instructional Coaches

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   3-5 Teachers, 3-5 Students

5. **Target dates or schedule (e.g., early release day, once a month):**
   Set-up in October, modeling and lessons ongoing

6. **Strategies for follow-up and monitoring, including person responsible:**
   Observation of the science lab lessons Person Responsible: Teachers, Instructional Coaches, District Instructional Partners

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Item 9: Substitutes will be provided for teachers to collaboratively plan during half-day and full-day sessions to examine data and plan for instruction

1. **Related Goal, Barrier and Strategy:**
   By June 2014, 63% of students in grades 4-5 will make learning gains on the FCAT 2.0 Math Test.

   Teacher understanding and implementation of data analysis

   Teachers will be provided with half-day and full-day collaborative planning sessions to examine data and plan for instruction

2. **Topic, focus, and content (action step):** Substitutes will be provided for teachers to collaboratively plan during half-day and full-day sessions to examine data and plan for instruction

3. **Facilitator or leader:** Instructional Coaches, District Instructional Partners, Administrators

4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   Teachers

5. **Target dates or schedule (e.g., early release day, once a month):**
   Ongoing at intervals following the baseline, mid-year, and predictive

6. **Strategies for follow-up and monitoring, including person responsible:**
   Data from assessments, targeted instruction during walk-throughs Person Responsible: Instructional Coaches, Administrators, District Instructional Partners

V. **Budget:**

A. **Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:**

Item 1: Substitutes will be provided so teams of teachers can collaboratively plan during the school day.

1. **Related Goal, Barrier, Strategy, and Action Step:**
   By June 2014, 74% (310) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Reading Test.

   Time for Collaborative Planning

   Creating additional time to collaborate during the school day

   Substitutes will be provided so teams of teachers can collaboratively plan during the school day.

2. **Type of resource:** Professional Development

3. **Description of resources:** Substitutes for teachers to collaborative plan

4. **Funding source:** Title I, Internal Funds

5. **Amount needed:** $20,000.00

Item 2: District PD for Collaborative Planning, School-based PD for teams

1. **Related Goal, Barrier, Strategy, and Action Step:**
   By June 2014, 74% (310) of students in grades 3-5 will score at or above a Level 3 on the FCAT 2.0 Reading Test.

Time for Collaborative Planning

Providing professional development and support on the collaborative planning process and understanding of the standards.

District PD for Collaborative Planning, School-based PD for teams

2. **Type of resource:** Professional Development
3. **Description of resources:** In-depth professional development for grade chairs on the collaborative planning process
4. **Funding source:** Title I, Internal Funds
5. **Amount needed:** $500.00

Item 3: District PD for collaborative planning School Based PD for teams

1. **Related Goal, Barrier, Strategy, and Action Step:**
By June 2014, 70% (170) of students in grades 4-5 will make learning gains on the the FCAT 2.0 Reading Test.

Time for Collaborative Planning

Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

District PD for collaborative planning School Based PD for teams

2. **Type of resource:** Professional Development
3. **Description of resources:** In-depth professional development on the collaborative planning process
4. **Funding source:** Title I, Internal Funds
5. **Amount needed:**

Item 4: District PD for collaborative planning School Based PD for teams

1. **Related Goal, Barrier, Strategy, and Action Step:**
By June 2014, 70% (170) of students in grades 4-5 will make learning gains on the the FCAT 2.0 Reading Test.

Time for Collaborative Planning

Strategy: Providing professional development and support on the collaborative planning process and understanding of the standards.

District PD for collaborative planning School Based PD for teams

2. **Type of resource:** Professional Development
3. **Description of resources:** In-depth professional development on the collaborative planning process
4. **Funding source:** Title I, Internal Funds
5. **Amount needed:** $500.00

Item 5: Schedule teachers who need training to attend Write from the Beginning writing training

1. **Related Goal, Barrier, Strategy, and Action Step:**
By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.

Knowledge of the writing curriculum

Ensure that all teachers are provided training in the Write from the Beginning writing framework

Schedule teachers who need training to attend Write from the Beginning writing training

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:** Professional Development for teachers in Write from the Beginning
4. **Funding source:** Title I, Internal Funds
5. **Amount needed:** $500.00

Item 6: Collaborative planning time for teachers to examine and plan for standards-based instruction in writing

1. **Related Goal, Barrier, Strategy, and Action Step:**
By June 2014,78% (84) of students in Grade 4 will score at or above a level 4 on the FCAT 2.0 Writing Test.

Knowledge of the Common Core State Standards for Writing

Collaborative Planning time for teachers to examine the standards and plan standards-based instruction

Collaborative planning time for teachers to examine and plan for standards-based instruction in writing

2. **Type of resource:** Other
3. **Description of resources:** Providing substitutes for teachers to collaboratively plan for instruction
4. **Funding source:** Internal Funds, Title I
5. **Amount needed:** $20,000.00

Item 7: Establish a hands-on science lab

1. **Related Goal, Barrier, Strategy, and Action Step:**
By June 2014, 55% of students in grade 5 will score at or above a Level 3 on the FCAT 2.0 Science Test.

Implementation of hands on science labs

A hands-on science resource lab will be set up for teachers to use and for instructional coaches and partners to model the use of hands-on labs

Establish a hands-on science lab

2. **Type of resource:** Other

3. **Description of resources:** Providing teachers a science lab that will contain the materials necessary for hands-on science instruction

4. **Funding source:** Internal Funds, Title I

5. **Amount needed:** $10,000.00

Item 8: Substitutes will be provided for teachers to collaboratively plan during half-day and full-day sessions to examine data and plan for instruction

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1. **Related Goal, Barrier, Strategy, and Action Step:**
   By June 2014, 63% of students in grades 4-5 will make learning gains on the FCAT 2.0 Math Test.

   Teacher understanding and implementation of data analysis

   Teachers will be provided with half-day and full-day collaborative planning sessions to examine data and plan for instruction

   Substitutes will be provided for teachers to collaboratively plan during half-day and full-day sessions to examine data and plan for instruction

2. **Type of resource:** Professional Development

3. **Description of resources:** Substitutes will be provided for teachers to collaboratively plan

4. **Funding source:** Title I, Internal Funds

5. **Amount needed:** $20,000.00