

Florida Department of Education



Mosaic Digital Academy School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mosaic Digital Academy	District Name: St. Lucie
Asst Superintendent: Dr. Helen Roberts	Superintendent: Michael Lannon
Virtual School Coordinator: Jeanne M. Ziemba	
SAC Chair: Laurie Boyer	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Assistant Superintendent	Dr. Helen Roberts	Degrees: Doctorate, Educational Leadership. Ed Specialist, Masters in Counselor Education Certification: School Principal K12, Ed Leadership K12, School Guidance and Counseling K12	0 (first year)	16	Treasure Coast High School (TCHS) School Grade B (2010-11), School Grade B (2009-10), School Grade C (2008-09), School Grade C (2007-08), School Grade D (2006-07). St. Lucie West Middle (SLWM): School Grade A (2004-05), School Grade A (2003-04), School Grade A (2002-03), School Grade A (2001-02), School Grade C (2000-01).
Virtual School Coordinator	Jeanne Ziemba	K-6 Elementary Education Masters of Science K-12	0 (first year)	First year	Baseline Year

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A –there are no instructional coaches assigned to this virtual school

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

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Data Reviews	Jeanne Ziemba	May 2013	
2. Learning Focused Strategies	Jeanne Ziemba	May 2013	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	0%	48%	30%	22%	56%	N/A	9%	13%	26%

Teacher Mentoring Program

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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
N/A	N/A		N/A
There are no first, second, or third year teachers at this time. Should we hire teachers with this status we will ensure they are given the opportunity to participate in the district’s SHINE program.			

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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

Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

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

Members include:

- Administrator
- School Counselor
- School Psychologist
- School-Based ESE Specialist
- District RTI Specialist

Elementary

- K-2 Representative
- 3-5 Representative

Secondary

- Teacher Representative

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

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

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

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 MTSS Leadership Team meets 3-4 times per year. The team's purpose is to review school wide data for the purpose of strengthening the Core learning environment.

Activities of the Core PST include:

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

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

Various School Teams

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

smaller grade level and department PSTs and schedule PST meetings (weekly/monthly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention. All teams work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to a member of the PST.

Elementary

Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions.

Middle

Meetings at this level include members of the Core PST meeting with grade level, departments, and/or various school teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions.

High

The Small Learning Community (SLC) model in high schools enables group PST meetings to focus on each SLC's specific problems (attendance, behavior, course failures, etc.). The school counselor, the administrator, and the dean of each community work together with the various school teams within an SLC to review data, finalize identification of intervention groups for behavior, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions without participation from the school counselor, administrator, and dean.

Individual PST

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership team will consider the end of year data.

MTSS Implementation

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

2. Managed data will include:

Academic

- FLKRS
- EasyCBM Progress Monitoring Assessments
- AIMSweb Progress Monitoring Assessments
- State/Local Benchmark assessments
- FCAT & EOCs
- Student grades
- School site specific assessments

Behavior

- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM and AIMSweb Progress Monitoring Assessments.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

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

Describe plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). School Principal and two full time teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy council will meet once a month. The Literacy Council will work to promote a school-wide awareness of literacy development and the members will monitor, advocate and assess the effectiveness of the literacy programs and initiatives.
What will be the major initiatives of the LLT this year? Focus on implementation of research-based literacy instruction K-12. The council will work with grade levels and/or departments to provide appropriate professional development as needed.

Public School Choice

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

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

N/A

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

***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.

Collaboration and professional development designed to promote best practices in literacy as outlined in the Literacy Leadership Team plan.

***High Schools Only**

Note: Required for High School-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?

This is a consideration when reviewing courseware for the virtual academy.

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?

Students are counseled individually by the Guidance Counselor to participate in career planning in middle school.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

- ACT and SAT prep support and practice provided for students
- Students at all levels are placed in challenging coursework
- All 9th grade students are encouraged to take the PSAT
- All 11th grade students are encouraged to take the ACT or SAT
- All 12th grade students are encouraged to participate in practice to increase re-take ACT/SAT scores

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>1a.1. *Instructional staff will be provided professional development in Common Core.</p>	<p>1a. 1.District Professional Development Team Administration</p>	<p>1a. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>1a.1. *SLC Framework *Administrative Data Review with teachers</p>		
<p>Reading Goal #1a: By June 2013, 30% (26) of students in grades 3-10 will score at a Level 3 on the FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>Baseline year.</p>	<p>By June 2013, 30% (26) of students in grades 3-10 will score at a Level 3 on the FCAT 2.0 Reading Test.</p>					

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

		1a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	1a.2. *District Professional Development Team Administration	1a.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	1a.2. *SLC Framework *Administrative Data Reviews	
		1a.3. Migration to new learning management systems and ability of teachers to accurately gauge student progress.	1a.3. The staff will actively participate in regularly scheduled professional development to review best practices and student progress. Implementation of school wide strategies will be monitored by walkthroughs and quality assurance audits.	1a.3. * District Professional Development Team Administration	1a.3. Professional development action plan, walkthrough data, student performance data (% on pace, current grade).	1a.3. Professional development attendance, student performance data (% on pace, current grade), course completion rates.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	N/A						
<u>Reading Goal #1b:</u>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
N/A							

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	3a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	3a.1. *Instructional staff will be provided professional development in Common Core.	3a. 1.District Professional Development Team Administration	3a. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	3a.1. *SLC Framework *Administrative Data Review with teachers		
<u>Reading Goal #2a:</u> By June of 2013, 31% (27) of students in grades 3-10 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	Baseline Year.	By June of 2013, 31% (27) of students in grades 3-10 will achieve FCAT levels 4 and 5 on the 2012-2013 FCAT 2.0 Reading Test.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	2a.2. *District Professional Development Team Administration	2a.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	2a.2. *SLC Framework *Administrative Data Reviews	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	N/A						
Reading Goal #2b:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
N/A							

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	3a.1. *Instructional staff will be provided professional development in Common Core.	3a. 1. District Professional Development Team Administration	3a. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	3a.1. *SLC Framework *Administrative Data Review with teachers		
Reading Goal #3a: By June of 2013, 63% (56) of the students in grades 3-10 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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

	Baseline Year.	By June of 2013, 63% (56) of the students in grades 3-10 will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	2a.2. *District Professional Development Team Administration	2a.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher Conferencing.	2a.2. *SLC Framework *Administrative Data Reviews	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			N/A				
Reading Goal #3b:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
N/A							

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>4a.1. *Instructional staff will be provided professional development in Common Core.</p>	<p>4a. 1.District Professional Development Team Administration</p>	<p>4a. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>4a.1. *SLC Framework *Administrative Data Review with teachers</p>		
<p><u>Reading Goal #4a:</u> By June 201, 65% (57) students in grades 3-10 in the lowest 25% will make learning gains on FCAT 2.0 Reading.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

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

	Baseline year	<u>Reading Goal</u> #4a: By June 201, 65% (57) students in grades 3-10 in the lowest 25% will make learning gains on FCAT 2.0 Reading					
		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self- reading.	4a.2. *District Professional Development Team Administration	4a.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher Conferencing.	4a.2. *SLC Framework *Administrative Data Reviews	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			N/A				
<u>Reading Goal #4b:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
N/A	<u>Level of</u> <u>Performance:*</u>	<u>Level of</u> <u>Performance:*</u>					

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2012-2013						
<u>Reading Goal</u> #5A: By June 2013, No baseline data							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>5a.1. *Instructional staff will be provided professional development in Common Core.</p>	<p>5a. 1.District Professional Development Team Administration</p>	<p>5a. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>5a.1. *SLC Framework *Administrative Data Review with teachers</p>		
<p><u>Reading Goal #5B:</u> By June 2013, 44% Black and 56 % Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	Baseline year	By June 2013, 44% Black and 56 % Hispanic students will make satisfactory progress in reading on the FCAT 2.0 Reading.					
		5a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5a.2. *District Professional Development Team Administration	5a.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	5a.2. *SLC Framework *Administrative Data Reviews	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5c.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>5c.1. *Instructional staff will be provided professional development in Common Core.</p>	<p>5c.1 District Professional Development Team Administration</p>	<p>5c1 Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>5c.1. *SLC Framework *Administrative Data Review with teachers</p>		
<p><u>Reading Goal #5C:</u> By June of 2013, 37% of ELL students in grades 3-10 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No baseline data.</p>	<p>By June of 2013, 37% of ELL students in grades 3-10 will make satisfactory progress on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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

		5c.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5c.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5c.2. *District Professional Development Team Administration	5c.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	5c.2. *SLC Framework *Administrative Data Reviews	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5d.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	5d.1. *Instructional staff will be provided professional development in Common Core.	5d.1. District Professional Development Team Administration	5d.1. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	5d.1. *SLC Framework *Administrative Data Review with teachers		

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

<p><u>Reading Goal</u> <u>#5D:</u> By June of 2013, 60% students with disabilities in grades 3-10 will make satisfactory progress in reading on FCAT 2.0.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>Baseline year.</p>	<p>By June of 2013, 60% students with disabilities in grades 3-10 will make satisfactory progress in reading on FCAT 2.0.</p>					
		<p>5d.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>5d.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>5d.2. *District Professional Development Team Administration</p>	<p>5d.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.</p>	<p>5d.2. *SLC Framework *Administrative Data Reviews</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5e.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>5e.1. *Instructional staff will be provided professional development in Common Core.</p>	<p>5e. 1.District Professional Development Team Administration</p>	<p>5e. 1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>5e.1. *SLC Framework *Administrative Data Review with teachers</p>		
<p><u>Reading Goal</u> <u>#5E:</u> By June of 2012, 60% (109) Economically Disadvantaged students in grades 3-10 will make satisfactory progress in reading on FCAT 2.0</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year.</p>	<p>By June of 2012, 60% (109) Economically Disadvantaged students in grades 3-10 will make satisfactory progress in reading on FCAT 2.0</p>					

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

		5e.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5e.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5e.2. *District Professional Development Team Administration	5e.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	5e.2. *SLC Framework *Administrative Data Reviews	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices in online Reading instruction	K – 12/All Subjects	Vendor/trainer	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration
Common Core	K-12	Professional Development	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration

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

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will use a curriculum that is relevant with adherence to Florida state standards	K12.com courses and Aventa courses that focus on proven reading strategies.	General	TBD – based on number of students enrolled in an intensive reading course.
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Frequent assessments (DBA) to monitor academic integrity and progress according to pace chart	Avaya Softphone	General	\$4000.00
Subtotal: \$4000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Best practices in online Reading instruction	Virtual School Symposium	Title II	\$800.00
Subtotal: \$800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$4800.00			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1. ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	1. Language Experience Approach Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration/ Teacher/ Learning Coach	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA	
<u>CELLA Goal #1:</u> <i>By June 2013, 100% of ELL students will score proficient in Oral Skills as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>Baseline Year</i>					

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

		1.2.	2. Technology-based modeling Teachers demonstrate to the learner, through technology, how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration/Teacher	1.2. *Administration observation of effective implementation with feedback. *Administrative/Teacher conferencing.	1.2. CELLA
			1.3 Use of platform features of adaptive release			
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/or Building Prior Knowledge.	2.1. Administration/ Teacher/ Learning Coach	2.1. Formative Assessment	2.1. CELLA	
<u>CELLA Goal #2:</u> <i>By June 2013, 100% of ELL students will score proficient in Reading as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	<i>Baseline Year</i>					

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

		2.2.	2. Use Text-to-speech technology to develop and improve literacy skills.	2.2. Administration/ Teacher/ Learning Coach	2.2. Formative Assessment	2.2. CELLA
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	2.1. Administration/ Teacher/ Learning Coach	2.1. Journal activity	2.1. CELLA	
CELLA Goal #3: <i>By June 2013, 100% of ELL students will score proficient in Writing as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Baseline Year</i>					

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

		2.2.	2.2. Graphic Organizers	2.2. Administration/ Teacher/ Learning Coach	2.2. Student Work	2.2. CELLA
		2.3	2.3 Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	2.3 Administration/ Teacher/ Learning Coach	2.3 Student Writing Samples	2.3 CELLA

CELLA Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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

Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013,30% (8) of students in grades 3-5 will score at level 3 on the FCAT 2.0 math test.							
	Baseline year	By June 2013,30% (8) of students in grades 3-5 will score at level 3 on the FCAT 2.0 math test.					
		1a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1a.2 * District professional development team * Administration *Teacher	1a.2. * Administration observation of effective implementation with feedback	1a.2. * St. Lucie County framework * Administrative Data Review with teachers	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							

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

<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2a.1. * District professional development team	2a.1. * Administration observation of effective implementation with feedback	1a.1. * Administrative Data Review with teachers		
<u>Mathematics Goal #2a:</u> By June 2013, 20% (5) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	Baseline year	By June 2013, 20% (5) of students in grades 3-5 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		2a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2. * District professional development team * Administration *Teacher	2a.2. * Administration observation of effective implementation with feedback	2a.2. * St. Lucie County framework * Administrative Data Review with teachers	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		By June 2013,					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team	3a.1. * Administration observation of effective implementation with feedback	3a.1. * St. Lucie County framework * Administrative Data Review with teachers		
<u>Mathematics Goal #3a:</u> By June 2013 60% (17) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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

	Baseline Year	By June 2013 60% (17) of the students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		3a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2 * District professional development team * Administration *Teacher	3a.2. * Administration observation of effective implementation with feedback * Administrative/teacher conferencing	3a.2. * St. Lucie County framework * Administrative Data Review with teachers	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							

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

<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	4a.1. * District professional development team * Administration	4a.1. * Administration observation of effective implementation with feedback	4a.1. * St. Lucie County framework * Administrative data review		

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

Mathematics Goal #4a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013 60% (17) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessments.							
	Baseline Year	By June 2013 60% (17) students in grades 3-5 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessments					
		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 * District professional development team * Administration	4a.2. * Administration observation of effective implementation with feedback * Administrative/teacher conferencing	4a.2. * St. Lucie County framework * Administrative data review	

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

<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>							
<p><u>Mathematics Goal #4b:</u></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>					<p>2016-2017</p>	
<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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

<u>Mathematics Goal #5A:</u>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5b.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	5b1. *Instructional staff will be provided professional development in Common Core.	5b 1.District Professional Development Team Administration	5b1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	5b1. *SLC Framework *Administrative Data Review with teachers		
<u>Mathematics Goal #5B:</u> By June 2013, 50% of Black and 66% Hispanic students in Grades 3-5 will be proficient in Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	Baseline year.	By June 2013, 50% of Black and 66% Hispanic students in Grades 3-5 will be proficient in Math.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5c.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	5c.1. *Instructional staff will be provided professional development in Common Core.	5c 1.District Professional Development Team Administration	5c1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	5c1. *SLC Framework *Administrative Data Review with teachers		

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

<u>Mathematics Goal #5C:</u> By June 2013, 52% of ELL students in Grades 3-5 will be proficient in Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline year.	By June 2013, 52% of ELL students in Grades 3-5 will be proficient in Math.					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5d.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.</p>	<p>5d1. *Instructional staff will be provided professional development in Common Core.</p>	<p>5d 1.District Professional Development Team Administration</p>	<p>5d1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents</p>	<p>5d1. *SLC Framework *Administrative Data Review with teachers</p>		
<p><u>Mathematics Goal #5D:</u> By June 2013, 37% of SWD students in Grades 3-5 will be proficient in Math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013, 37% of SWD students in Grades 3-5 will be proficient in Math.</p>					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5e.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be coached.	5e.1. *Instructional staff will be provided professional development in Common Core.	5e 1. District Professional Development Team Administration	5e.1. Administration observation of effective implementation with feedback 2. Administration will monitor feedback to students and parents	5e.1. *SLC Framework *Administrative Data Review with teachers		
<u>Mathematics Goal #5E:</u> By June 2013, 59% of Economically disadvantaged students in Grades 3-5 will be proficient in Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	Baseline Year.	By June 2013, 59% of Economically disadvantaged students in Grades 3-5 will be proficient in Math.					

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>1a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>1a.1. * District professional development team</p>	<p>1a.1. * Administration observation of effective implementation with feedback</p>	<p>1a.1. * Administrative Data Review with teachers</p>		
<p><u>Mathematics Goal #1a:</u> By June 2013,30% (10) of students in grades 6-8 will score at level 3 on the FCAT 2.0 math test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By June 2013,30% (10) of students in grades 6-8 will score at level 3 on the FCAT 2.0 math test.</p>					

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

		1a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1a.2 * District professional development team * Administration *Teacher	1a.2. * Administration observation of effective implementation with feedback	1a.2. * St. Lucie County framework * Administrative Data Review with teachers	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>2a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>2a.1. * District professional development team</p>	<p>2a.1. * Administration observation of effective implementation with feedback</p>	<p>1a.1. * Administrative Data Review with teachers</p>		
<p><u>Mathematics Goal #2a:</u> By June 2013, 20% (7) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By June 2013, 20% (7) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>					

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

		2a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 * District professional development team * Administration *Teacher	2a.2. * Administration observation of effective implementation with feedback	2a.2. * St. Lucie County framework * Administrative Data Review with teachers	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		By June 2013,					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3a.1. * District professional development team</p>	<p>3a.1. * Administration observation of effective implementation with feedback</p>	<p>3a.1. * St. Lucie County framework * Administrative Data Review with teachers</p>		
<p><u>Mathematics Goal #3a:</u> By June 2013 60% (21) of the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013 60% (21) of the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>					

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

		3a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2 * District professional development team * Administration *Teacher	3a.2. * Administration observation of effective implementation with feedback * Administrative/teacher conferencing	3a.2. * St. Lucie County framework * Administrative Data Review with teachers	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>4a.1. * District professional development team * Administration</p>	<p>4a.1. * Administration observation of effective implementation with feedback</p>	<p>4a.1. * St. Lucie County framework * Administrative data review</p>		
<p><u>Mathematics Goal #4a</u> By June 2013 60% (21) students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessments.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013 60% (21) students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessments.</p>					

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

		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 * District professional development team * Administration	4a.2. * Administration observation of effective implementation with feedback * Administrative/teacher conferencing	4a.2. * St. Lucie County framework * Administrative data review	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.							
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target						2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2012-13						
<u>Mathematics Goal #5A:</u> Baseline Year							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5b.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5b.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5b.1. * District professional development team	5b1. * Administration observation of effective implementation with feedback	5b1. * Administrative Data Review with teachers		

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

<p><u>Mathematics Goal #5B:</u> By June 2013, 50% of Black and 66% Hispanic students in Grades 6-8 will be proficient in Math.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>Baseline Year.</p>	<p>By June 2013, 50% of Black and 66% Hispanic students in Grades 6-8 will be proficient in Math.</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5c.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>5c.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>5c.1. * District professional development team</p>	<p>5c.1. * Administration observation of effective implementation with feedback</p>	<p>5c.1. * Administrative Data Review with teachers</p>		
<p><u>Mathematics Goal #5C:</u> By June 2013, 52% of ELL students in Grades 6-8 will be proficient in Math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013, 52% of ELL students in Grades 6-8 will be proficient in Math.</p>					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5d1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5d.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5d1. * District professional development team	5d1. * Administration observation of effective implementation with feedback	5d1. * Administrative Data Review with teachers		
<u>Mathematics Goal #5D:</u> By June 2013, 37% of SWD students in Grades 6-8 will be proficient in Math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline Year.	By June 2013, 37% of SWD students in Grades 6-8 will be proficient in Math.					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5e.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5e.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5e.1. * District professional development team	5e.1. * Administration observation of effective implementation with feedback	5e.1. * Administrative Data Review with teachers		
<u>Mathematics Goal #5E:</u> By June 2013, 59% of economically disadvantaged students in Grades 6-8 will be proficient in Math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1.1. N/A</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
	Mathematics Goal #4: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Common core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core standards for Mathematical practice.	1.1. District Professional Development team	1.1. Administration observation of effective implementation with feedback.	1.1. St. Lucie County Framework Administrative Data Review		
<u>Algebra Goal #1:</u> By June 2013, 30% (5) students enrolled in Algebra 1 will score at Level 3 on the Algebra 1 End-of-course Exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline year	By June 2013, 30% (5) students enrolled in Algebra 1 will score at Level 3 on the Algebra 1 End-of-course Exam.					

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

		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2 * District professional development team * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback	1.2. * St. Lucie County framework * Administrative Data Review with teachers	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Common core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core standards for Mathematical practice.	2.1. District Professional Development team	2.1. Administration observation of effective implementation with feedback.	2.1. St. Lucie County Framework Administrative Data Review		

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

<p><u>Algebra Goal #2:</u> By June 2013, 20% students enrolled in Algebra 1 will score at Level 4 or 5 on the Algebra 1 End-of-course Exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013, 20% students enrolled in Algebra 1 will score at Level 4 or 5 on the Algebra 1 End-of-course Exam.</p>					
		<p>2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2.2 * District professional development team * Administration *Teacher</p>	<p>2.2. * Administration observation of effective implementation with feedback</p>	<p>2.2. * St. Lucie County framework * Administrative Data Review with teachers</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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

Algebra Goal #3A: Not enough students to make a subgroup							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra Goal #3C:</u> Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra Goal #3D:</u> Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Common core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core standards for Mathematical practice.	1.1. District Professional Development team	1.1. Administration observation of effective implementation with feedback.	1.1. St. Lucie County Framework Administrative Data Review		
<u>Geometry Goal #1:</u> By June 2013, 30% (5) students enrolled in Geometry will score at Level 3 on the Geometry End-of-course Exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline year	By June 2013, 30% (5) students enrolled in Geometry will score at Level 3 on the Geometry End-of-course Exam.					

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

		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2 * District professional development team * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback	1.2. * St. Lucie County framework * Administrative Data Review with teachers	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Common core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core standards for Mathematical practice.	2.1. District Professional Development team	2.1. Administration observation of effective implementation with feedback.	2.1. St. Lucie County Framework Administrative Data Review		

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

<p><u>Geometry Goal #2:</u> By June 2013, 20% (3) students enrolled in Geometry will score at Level 4 or 5 on the Geometry End-of-course Exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline Year</p>	<p>By June 2013, 20% (3) students enrolled in Geometry will score at Level 4 or 5 on the Geometry End-of-course Exam.</p>					
		<p>2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2.2 * District professional development team * Administration *Teacher</p>	<p>2.2. * Administration observation of effective implementation with feedback</p>	<p>2.2. * St. Lucie County framework * Administrative Data Review with teachers</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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

<p><u>Geometry Goal #3A:</u> Not enough students to make a subgroup</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> Not enough students to make a subgroup</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> Not enough students to make a subgroup <i>box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> Not enough students to make a subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

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

(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
Best practices in online Mathematics instruction	K – 12/All Subjects	Vendor/trainer	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration
Common Core	K-12	Professional Development	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize a curriculum that is relevant with adherence to Florida State Standards.	K12.com/Aventa Courses focus on proven math strategies.	General	TBD based on number of students enrolled in Math courses.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

2013 School Improvement Plan – DRAFT

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. Opportunities for students to express their learning in regards to science content</p>	<p>1a.1. Provide the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences.</p>	<p>1a.1. Administration</p>	<p>1a.1. Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. After assessments, conduct data analysis to identify students' performance within those categories and address individual student needs. Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p>	<p>1a.1. Student work samples Assessments Science Fair Projects</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Science Goal #1a:</u> By June of 2013, 33% of students in grade 5 and 33% of students in grade 8 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By June of 2013, 33% of students in grade 5 and 33% of students in grade 8 will score at a Level 3 on the 2012-2013 FCAT Science Assessment.</p>					
<p>Ib. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>							
<p><u>Science Goal #1b:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. Opportunities for students to express their learning in regards to science content</p>	<p>2a.1. Provide the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences.</p>	<p>2a.1. Administration</p>	<p>2a.1. Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. After assessments, conduct data analysis to identify students' performance within those categories and address individual student needs. Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p>	<p>2a.1. Student work samples Assessments Science Fair Projects</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By June of 2013, 11% of students in grade 5 and 13% of students in grade 8 will score at a Level 4 and 5 on the 2012-2013 FCAT Science Assessment.							
	Baseline year	By June of 2013, 11% of students in grade 5 and 13% of students in grade 8 will score at a Level 4 and 5 on the 2012-2013 FCAT Science Assessment.					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.							
<u>Science Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1. N/A	1.1.	1.1.	1.1.	1.1.		

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

<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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

<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Lack of progress monitoring practice to measure progress toward desired goal.</p>	<p>1.1. Teachers will use course assessment data to guide instruction and measure student progress toward mastery of content.</p>	<p>1.1. Administrator</p>	<p>1.1. Periodic analysis utilizing Peak12 data of student progress.</p>	<p>1.1. Course assessment grades</p>		
<p><u>Biology Goal #1:</u> By June of 2013, 30% of students in Biology will score at a Level 3 on the 2012-2013 Biology EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Baseline year</i></p>	<p>By June of 2013, 30% of students in Biology will score at a Level 3 on the 2012-2013 Biology EOC.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Lack of progress monitoring practice to measure progress toward desired goal.</p>	<p>2.1. Teachers will use course assessment data to guide instruction and measure student progress toward mastery of content.</p>	<p>2.1. Administrator</p>	<p>2.1. Periodic analysis utilizing Peak12 data of student progress.</p>	<p>2.1. Course assessment grades</p>		
<p><u>Biology Goal #2:</u> By June of 2013, 10% of students in Biology will score at a Level 4 and 5 on the 2012-2013 Biology EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Baseline year.</i></p>	<p>By June of 2013, 10% of students in Biology will score at a Level 4 and 5 on the 2012-2013 Biology EOC.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

End of Biology EOC Goals

Science Professional Development

<p>Professional Development (PD) aligned with Strategies through</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Best practices in online Science instruction	K – 12/All Subjects	Vendor/trainer	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration
ELA Common core	K-12	Professional Development	School wide	On – going Aug-May	Admin will keep a log of training and follow-up activities	Administration

Science Budget (Insert rows as needed)

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

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

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

<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1a.1. Students' inability to generate a writing sample that meets the criteria for proficiency.</p>	<p>1a.1. Teachers will administer periodic writing assessments that mirror the expectations of FCAT Writing.</p>	<p>1a.1. Teachers</p>	<p>1a.1. Student scores on writing assignments.</p>	<p>1a.1. Writing assignments.</p>		
<p><u>Writing Goal #1a:</u> By June 2013, 80% (32) of the students will score proficient as measured by FCAT 2.0 Writing.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year.</p>	<p>By June 2013, 80% (32) of the students will score proficient as measured by FCAT 2.0 Writing.</p>					

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.							
<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Baseline Year						

Writing Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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)	Classroom Observation and Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$1,725.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

Total:			
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End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1. Students lack the necessary skills to demonstrate an understanding of the origins and purposes of government, law, and American political system.	1.1. Students will identify and describe the Enlightenment Ideas of separation of powers, natural law and social contact. Students will be exposed to specific vocabulary through various activities.	1.1. Administration	1.1. Course assessments will be administered	1.1. Course Assessments and Civics EOC		

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

<p><u>Civics Goal #1:</u> By the end of the year 25% of students will score level 3 or equivalent on the Civics EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By the end of the year 25% of students will score level 3 or equivalent on the Civics EOC.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Students demonstrate limited Civic knowledge.</p>	<p>2.1. Emphasize formal instruction in Government, Law, History, and Democracy. Encourage student participation in simulations of democratic processes and procedures.</p>	<p>2.1. Administrator</p>	<p>2.1. Course assessments will be administered</p>	<p>2.1. Course Assessments and Civics EOC</p>		

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

<p>Civics Goal #2: By the end of the year 10% of students will score level 4 or 5 or equivalent on the Civics EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By the end of the year 10% of students will score level 4 or 5 or equivalent on the Civics EOC.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

Civics Professional Development

<p>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.</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Civics item specifications and CCSS	Grade 7	PD dept.	Grade level	PD days	Admin will keep a log of training and follow-up activities	Administrator

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Students have limited ability in historical causation with limited content-specific vocabulary.	1.1. All strategies will include appropriate and intentional CCSS ELA for History. Provide activities which help students develop an understanding of the content specific vocabulary taught in History. Provide activities which help students develop an understanding of historical causation.	1.1 Administration	1.1. Course assessments will be administered	1.1. U.S. History EOC and course assessments.		

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

<p><u>U.S. History Goal #1:</u> By the end of the year 50% of students will score level 3 or equivalent on the U.S. History EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Baseline year</p>	<p>By the end of the year 50% of students will score level 3 or equivalent on the U.S. History EOC.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Students have limited experience with the historical inquiry process and methods.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS ELA for History. Provide opportunities for students to research specific events and personalities in History. Provide students with opportunities to discuss the values, complexities and dilemmas involved in social, political and economic issues in History.</p>	<p>2.1. Administration</p>	<p>2.1. Course assessments will be administered</p>	<p>2.1. U.S. History EOC and course assessments.</p>		

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

<p><u>U.S. History Goal #2:</u> By the end of the year 20% of students will score level 4 or 5 or equivalent on the U.S. History EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Baseline year</i></p>	<p>By the end of the year 20% of students will score level 4 or 5 or equivalent on the U.S. History EOC.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

U.S. History Professional Development

<p>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.</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of US History item specifications and CCSS	Grade 11	PD dept.	Grade level	PD days	Admin will keep a log of training and follow-up activities	Administrator

U.S. History Budget (Insert rows as needed)

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

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

Total:			
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End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Learning Coaches unfamiliar with the learning management system may be confused about how to properly mark attendance.	1.1. Conduct online and live demonstrations to assist new learning coaches in navigating the LMS.	1.1. Teachers	1.1. By the end of each week every learning coach will have attendance entered.	1.1. Attendance logs		
Attendance Goal #1: The rate of average daily attendance for students will be 90% or higher by June 2013.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	Baseline year	90%					

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

	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	Baseline year	0					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	NA	NA					
		1.2 Students in Grades 6-12 may not be aware of attendance policies for Mosaic.	1.2 Conduct a live orientation on attendance policies.	1.2 Administrator	1.2 Teachers will monitor attendance in the LMS and record in the SIS.	1.2 Peak12 engagement report	

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>							
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Attendance Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s) Not Applicable. This virtual school does administer in-school or out-of-school suspensions.

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension							
<u>Suspension Goal #1:</u>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	#	#					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	#	#					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	#	#					

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

	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	#	#					
		1.2.					
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1 Coordinating proper enrollment tracking with other schools.	1.1 Counselor or administrator will call receiving school to confirm student enrollment.	1.1 Counselor or administrator	1.1 Reports from district showing students who have not entered another school after withdrawing from the school.	1.1 Withdrawal reports		
Establish a dropout rate of <5% for the 2012-2013 school year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	Baseline year	<5%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	NA	>95%					

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

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. There is no physical campus that students attend, so parent involvement would look different from a traditional school.	1.1. A calendared list of school events is published and updated as part of the school website, informing parents of live and online events.	1.1. Administrator	1.1. Sign in sheets for F2F events and attendance logs for online events.	1.1. Sign in sheets for F2F events and attendance logs for online events.		
100% of parents will participate in at least one school activity by June 2013.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	Baseline year.	100%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Develop and implement rigorous STEM-Infused Science, Math, and engineering experiences in Grades 6-12. Technology is addressed via the delivery of instruction in our virtual platform.	1.1. Teachers may lack background knowledge to infuse STEM curricula.	1.1. Teachers and students will participate in field experiences to enhance STEM content knowledge.	1.1. School Administrator	1.1. Signin Sheets	1.1. Signin Sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

Teachers will participate in inservice	6-12	Science Curriculum Specialist	Secondary Science Teacher(s)	November 2012	E2020 Course Summary	Teacher/Administrator

STEM Budget (Insert rows as needed)

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

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

Total:			
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End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Increase CTE course offerings to appeal to interest and needs of students.	1.1. Limited course offerings available with current online course vendor.	1.1. Combine existing courseware in a manner that supports CTE course development.	1.1. School Administrator	1.1. Course listing	1.1. Course listing
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

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

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

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

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

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

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

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

Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
<p>The School Advisory Council will determine its membership for the year, searching for and encouraging all stakeholders to be part of the membership to provide their input and expertise. <i>The Council will continually review assessment data, online course progression and make recommendations on the next steps for the virtual school and its stakeholders. The Council will create, review and adopt a Parent Involvement Plan. The Council will disseminate pertinent news and information to parents, students and community members about the current and upcoming school and district "happenings". Finally, the School Advisory Council membership will review the current year's School Improvement Plan and provide input about the needs for the upcoming year.</i></p>

Describe the projected use of SAC funds.	Amount
Due to the school starting up this year there currently are no SAC funds. However, should we receive funds will use them towards opportunities for our students to learn both in the community and together at the district office.	