

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: ST. PETER'S ACADEMY

District Name: Indian River

Principal: Ruth Jefferson

SAC Chair: Andrew Jefferson

Superintendent: Dr. Frances J. Adams

Date of School Board Approval: September 18, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ruth Jefferson	Masters	14	14	St.Peter's Academy received a letter grade A for the 2011-12 school year. For the 2011-12 school year. 64% of the students met high standards in Reading, 80% in Math, 81% in Writing and 54% in Science. 54% of the lowest 25% made adequate yearly progress in Reading, and 74% in Math. For the 2010-11 school year, 84% of the children met high standards in Reading, 84% in Math, 93% in Writing and 70% in Science. 56% of the children made learning gains in Reading and 58% in Math. 56% of the lowest 25% made learning gains in Reading, and 58% in Math.
Assis Principal	Barbara Andrews	Bachelors	9	5	2011 - R 71%, M 88%, W 74%, S 93% 2012 - R 64%, M 80%, W 81%, S 50%

INSTRUCTIONAL COACHES

List your school's 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)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Barbara Wright	Bachelor's	4	3	2012 - Received a letter Grade A 2011 - Received letter grade A and met 92% criteria for AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meeting of new teachers with principal	Principal	On-going	
2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Recruit new teachers	Principal	On-going	
4	4. Solicit referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
7	0.0%(0)	14.3%(1)	42.9%(3)	42.9%(3)	14.3%(1)	100.0%(7)	14.3%(1)	0.0%(0)	100.0%(7)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
		Mentor has demonstrated acceptable	Observation followed by

Barbara Andrews	Rosanne Sloan	performance in teaching for a minimum of 5 years	feedback sessions, weekly meetings and monitoring
Pam Pervola	Gina Gautier	Mentor has demonstrated acceptable performance in teaching for a minimum of 5 years. Data indicates that student achievement scores for mentor teacher has risen in the last year.	Observation followed up by feedback sessions, weekly meetings and monitoring

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title services are provided to ensure students requiring additional remediation are assisted through before and after-school programs. The school coordinates with the District to ensure that staff development needs are provided. Administrator along with the curriculum coordinator leads and evaluates school core content standards/programs; identify and analyze literature on scientifically-based curriculum, behavior assessment, and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at-risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

St. Peter's will provide students with services and support needed. The school will work with the District's liaison to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The school does not receive funds to support Educational Alternative Outreach programs. Services are handled through the District's Drop-Out Prevention program.

Title II

Title II services are handled, coordinated and provided by the District.

Title III

Services are provided through the District for education materials and ELL District support services are provided to improve the education of immigrant and English Language Learners.

Title X- Homeless

The school does not receive funding, however needs of homeless students are met through school resources and donations.

Supplemental Academic Instruction (SAI)

The school does not receive funding for Supplemental Academic Instruction (SAI). Services are handled by the District.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips and community service.
*Indian River County Sheriff's Department DARE program is held at the school for all 5th grade students each year.

Nutrition Programs

St. Peter's Academy adheres to and implements the nutrition requirements stated in the School's Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Programs, school breakfast, school lunch, and after care snacks, follows the Health Food and Beverage Guidelines as adopted in the School's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our parents in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activity necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RTI is an extension of St. Peter's Academy 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. St. Peter's Academy met 92% of the criteria for AYP for the 2011-12 school year and will strive to meet AYP for the upcoming 2012-13 and subsequent school years.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocation resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. St. Peter's looks to add additional personnel as resources based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special Education personnel
- Instructional Coaches
- School guidance counselor
- School psychologist
- School social worker
- Speech pathologist
- Member of advisory group
- Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consist of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The following steps will be considered by the School's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The Leadership team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (Curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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. The RtI Leadership Team met to help develop the SIP. The team analyzed and provided data on student trends of strengths and weaknesses and set the expectations for all grade levels.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - Adjust the delivery of curriculum and instruction to meet the specific needs of all 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
 - FAIR assessment
 - Interim assessments
 - State/Local Math and Science assessments
 - FCAT
 - Student grades
 - School site specific assessments
 - Behavior
 - Student Case Management System
 - Detention
 - Suspensions/expulsions
 - Referral by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Attendance
- Referrals to Special Education Programs

The Leadership team will meet weekly to analyze student data to make decisions for intervention or enrichment, to schedule Professional Development based on the data and to offer and provide instructional technology support.

Describe the plan to train staff on MTSS.

The school will participate in and also provide:

1. training for all administrative staff in the RtI problem solving, data analysis process
2. provide support for school staff to understand RtI principles and procedures; and
3. provide a network of ongoing support RtI organized through feeder patterns

Professional development will be provided during teacher's common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal and all teachers comprise the Literacy Leadership Team.

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

The Principal will meet with teachers during weekly meetings and one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, reteaching, and reassessing.

Our core instruction in reading utilizes Hartcourt Reading in grades K-6. The programs provide material for supplemental instruction. The principal has also instructed all teachers to use Science and Social Studies as additional opportunities to address Reading instruction. Instructional Web sites such as FCAT Explorer and Riverdeep will also be utilized.

Teachers will use instructional strategies and shared best practices to provide differentiated methods of instruction to students in mastered and non-mastered areas. Our reading coach will also assist our teachers with reading strategies, as well as working individually with our RtI level 3 students. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery will be required to participate in tutorial sessions before and after school. Through student performance data analysis, students demonstrating non-mastery will receive an additional 1/2 hour of intensive reading instruction daily. All teachers will provide 5 - 10 minute focus lessons, at the beginning of each class period. These focus lessons are based on a review of previous assessments where students were struggling. Instructional focus lessons are aligned to the Benchmarks and standards for each grade level and cover the Benchmarks that will be assessed on the FCAT. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or retaught. Teachers and administrator will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and Benchmarks should also be evident in skills and Benchmarks that are taught as part of whole group instruction.

Students achieving 80-100% will receive enrichment and challenging assignments.

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

The major initiative of the LLT this year will be to challenge our high performing students and enable students that are high performing to move up from level 3 to level 4 and from level 4 to level 5. Another major initiative of the LLT will be to address all the needs of our level 1 and level 2 students with differentiated instruction, assessment, re-teaching and re-assessment.

*Elementary Title I Schools Only: Pre-School Transition

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

St. Peter's Academy offers two classes of a Pre-Kindergarten Program. The Pre-Kindergarten teacher and assistant will administer the Houghton Mifflin Pre-K Growth Indicators Benchmark Assessment three times during the year. They will also keep on-going anecdotal records and conduct three observation parent conferences during the school year. Child Observation Reports (C.O.R.) are used for parent conferences. Low performing students are targeted early and as identified are given strategies and appropriate academics. The VPK Teacher and the trained assistant deliver the Creative Curriculum for Pre-School. The instructional staff provides parents with packets of activities and offer workshops to train parents to assist their children at home. Daily communication takes place between the family and the teacher.

The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified Kindergarten teachers to all incoming Kindergarten students as an initial diagnostic assessment tool to determine student readiness. The FLKRS data will be disaggregated to identify students' needs. The low performing students will be placed in intervention groups to address identified deficient skills. The Reading Coach and Kindergarten teachers will implement strategies to increase the students reading levels.

At St. Peter's Academy, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Assessment in Reading (F.A.I.R.) will be used to assess basic academic skill development and academic school readiness of incoming students. The CELLA assessment tool is used to identify English Language Learners (ELL).

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Diagnostic tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

1. St. Peter's will establish its "Meet and Greet and Welcome to Kindergarten programs to build partnerships with parents for all in-coming Pre-Kindergarten and kindergarten students. Parents and children will gain familiarity with pre-kindergarten and kindergarten as well as receive information relative to the matriculation of students at the school.
2. St. Peter's will provide End of Year Awards Program to celebrate growth and achievements made throughout the school year.

*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.

N/A

*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?

N/A

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

Postsecondary Transition

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

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

Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	St. Peter's Academy percentage of students scoring at level 3 will increase from 64% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructing and motivating students to go up to at least one achievement level.	Instructional focus lessons will require 80% mastery, be a minimum of 10 questions and be assessed monthly.	Administration and Coach	Benchmark, progress monitoring and on-going data analyses	Benchmark, Progress monitoring, Diagnostic and classroom assessments

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	St. Peter's students scoring at Level 4 and 5 will increase
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Reading Goal #2a:	from 23% to 24%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	24%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructing and Motivating students to go up at least one achievement level.	Classroom instruction will be differentiated to address the needs of all learners.	Principal, Assistant Principal and Teachers	Lesson plans will be reviewed weekly and evidence of the frequency of higher order questions will be evident during lesson plan review and during classroom walkthroughs.	Focused walkthroughs to determine frequency of higher order questions, classroom and state data reviews to assure alignment

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	St. Peter's percentage of students making learning gains will increase from 54% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to focus on all students increasing proficiency, not just the struggling students.	Student achievement chats will be conducted with all students after Diagnostics and classroom unit assessments. Higher order questions will be standard.	Principal, Assistant and Teachers	Administrator will review conference reports for evidence of student data chats and parent data conferences	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	St. Peter's percent of lowest 25% of students making learning gains will increase from 54% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers need to address the specific learning style that a struggling student has, as well as targeting	Tier 1 Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute	Principal, Assistant and Teachers	Student Progress monitoring and class assessment	Classroom data and state assessment data

1	specific interventions that will assist a student in learning the required Benchmarks.	reading block. Tier 2 - Plan supplemental instruction/interventions for students not responding to core instruction.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	St. Peter's percentage of black students scoring at level 3 or higher will increase from 54% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to focus on all students increasing proficiency.	Instructional focus lessons will require 80% mastery for all students.	Principal, Assistant and Teachers	State and Classroom assessments.	Data from classroom assessment, Diagnostics and progress monitoring

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	St. Peter's will increase the percentage of ELL students scoring at a Level 3 or higher from 83% to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	85%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to focus on all students increasing proficiency.	Instructional focus lessons will require 80% mastery for all students	Principal, Assistant and Teachers	State and classroom assessments.	Data from classroom assessments, diagnostics and progress monitoring

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	St. Peter's percentage of SWD students scoring at a Level 3 or higher will increase from 0% to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to focus on all students increasing proficiency.	Instruction focus lessons will require 80% mastery for all students.	Principal, Assistant and Teachers	Review of State and classroom assessments	Data from classroom assessments, diagnostics and progress monitoring

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	St. Peter's percentage of Economically Disadvantaged students scoring at a Level 3 or higher will increase from 65% to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to focus on all students increasing proficiency.	Instructional focus lessons will require 80% mastery for all students	Principal, Assistant and teachers	Review of classroom assessment	Data from classroom assessments, Diagnostics and Progress Monitoring

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On going Professional Development in Tier 1 Instruction	K - 5	District Personnel	Schoolwide	Morning Meeting	Classroom visits & walkthrough	District Personnel Administrator

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The School will increase the percentage of ELLS scoring at or above proficiency from 29% to 30%
2012 Current Percent of Students Proficient in listening/speaking:	
29%	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources	Implementation and documentation of ESOL strategies used on a daily basis	Principal and Assistant principal	Compare 2012 CELLA with 2013 CELLA Results	CELLA Results

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The school will increase the percentage of ELLS scoring at above proficiency from 29% to 30%
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2012 Current Percent of Students Proficient in reading:

30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources	Implementation and documentation of ESOL strategies used on a daily basis	Principal and Assistant principal	Compare 2012 CELLA with 2013 CELLA results	CELLA results

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The school will increase the percentage of ELL students scoring at or above proficiency from 18% to 19%
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2012 Current Percent of Students Proficient in writing:

18%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources	Implementation and documentation of ESOL strategies used on a daily basis	Principal and Assistant Principal	Compare 2012 CELLA with 2013 CELLA results	CELLA Results

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	St. Peter's Academy percentage of students scoring 3 or higher will increase from 80% to 81%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	81%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to challenge, encourage, model and motivate students	Identify students in the core curriculum needing intervention, differentiated instruction, enrichment and afterschool tutorials.	Principal and Assistant Principal	Benchmark data, ongoing data analysis, ensure groups are established to target the need of students based on assessment	Progress monitoring and data analyses

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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	St. Peter's will increase the number of students scoring at Level 4 and 5 from 45% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

45%		46%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to challenge, encourage, model and motivate students.	Differentiated instruction, and afterschool tutorials. Students will be encouraged to challenge their mathematical abilities under the guidance of their teachers.	Assistant Principal and Teachers	State and classroom assessments	Diagnostics in math, progress monitoring

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	St. Peter's percentage of students making learning gains will increase from 74% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	75%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teachers will need to differentiate instruction to meet the needs of all learners	Daily intervention, differentiated instruction and increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Benchmark data, progress monitoring, walk throughs	Data analysis, progress monitoring
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	St. Peter's will increase the percentage of the lowest 25% of students making learning gains from 74% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate interventions, modifications and strategies must be implemented.	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within the bottom quartile and plan differentiated instruction. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Tier 3: Plan targeted intervention for students not responding	Principal, Assistant Principal and Teachers	Review assessment data	Progress monitoring and data analysis

	to core plus supplemental instruction using problem-solving process.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	St. Peter's will increase the percentage of blacks students scoring at or above a Level 3 from 84% to 86%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
84%	86%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the need of all learners	Differentiated instruction, ongoing daily intervention	Administration, Assistant Principal, and teachers	Benchmark data and ongoing data analysis	Benchmark, progress monitoring, data analysis

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	St. Peter's will increase the percentage of ELL students scoring at Level 3 or higher from 83% to 85%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
83%	85%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the need of all	Differentiated instruction, on-going daily intervention	Administration, Assistant Principal, and teachers	Benchmark data and on-going data analysis	Benchmark, progress monitoring, 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	St. Peter's will increase the percentage of SWD students scoring at a Level 3 or higher from 40% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the need of all learners	Differentiated instruction, on-going daily intervention	Administrator, Assistant principal, and teachers	Benchmark data and on-going data analysis	Benchmark, progress monitoring, data analysis

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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	St. Peter's will increase the number of Economically Disadvantaged students scoring at a Level 3 or higher from 84% to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	86%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the needs of all learners	Daily interventions, before and afterschool tutorials, differentiated instruction	Principal, Assistant Principal and teachers	Classroom walkthroughs and data analysis	Diagnostics in math, classroom assessments, progress monitoring

End of Elementary School Mathematics Goals

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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On going Professional Development in Tier 1 instruction	K - 5	District Personnel	School-wide	Learning Experience	Classroom visits & walkthroughs	Administrator & Assistant Principal
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Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		St. Peter's will increase the number of students scoring at a Level 3 or higher from 54% to 55%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
54%		55%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to address the learning styles of all students and expand their lessons on science that	Differentiated instruction, before and afterschool tutorials, hands on materials and core plus supplemental instruction	Administration	Benchmark tests and data analysis	Weekly science assessments, data analysis

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	St. Peter's will increase the percentage of students scoring at a level 4 and 5 from 17% to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	18%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction to address the needs of all students, learning styles and interests.	Differentiated instruction, before and afterschool tutorials and clubs	Administration	Science Diagnostic, Benchmarks, data analysis	Data on classroom assessments and SSS Diagnostics

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:

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Integration	K - 5	Administrator and Assistant principal	All Teachers	Weekly throughout school-wide	Lesson Plan Review classroom visits and walkthroughs	Administrator and Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Science Instruction using the SE Model	Effective Instructional strategies	General	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		St. Peter's will increase the percentage of students scoring at a Level 3 or higher from 81% to 82%.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
81%			82%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the needs of all learners	Continue to integrate strategies of school demand writing plan. All students will have their writing assessed at least 4 times a year, afterschool tutorials.	Classroom teachers	Evaluation of writing prompts quarterly, classroom visits	Grade level specific writing rubric

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:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Curriculum	4th grade	Assistant Principal	4th grade teacher	Weekly meetings	Walk-through Writing Properly	Administrator and Assistant Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	St. Peter's will work to increase the attendance rate from 89% to 95%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2%	1%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

8%					3%
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents following school schedule	Tardy and attendance data will be reviewed monthly, parents contacted	Principal, Assitant and teachers	Reveiw of attendance/tardy data and a reduction of absences/tardiness	TERMS data

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School & Family connections	All grades	Assistant Principal	All staff	Monthly	Positive Parent Communications and participation	Principal and Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	St. Peter's will reduce the suspension rate from 5% to 2%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5%	2%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5%	2%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Support	Direct communication with parents, conferences, and intervention strategies	Principal, Assistant Principal	Decrease in disciplinary referrals	Behavior plan

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	St. Peter's will increase the percentage of parent involvement from 46% to 55%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
46%	55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents are unable to attend school activities because of personal and work schedules.	Hold School Advisory Committee meetings more frequently and ensure that information is distributed well in advance to allow parents time for scheduling.	Principal, Assistant Principal	Attendance sheets indicating an increase in parent participation.	Sign in log, and parent surveys
2	Parents have limited understanding of student data (Baseline, Mid-Year, FAIR and FCAT) and how it affects teaching and	Family members, students and teachers are invited to participate in workshops to learn how the school uses	Administrator, Assistant Principal	Review sign in logs to determine the number of parents attending school events	Sign-in sheets, parent involvement report and parent surveys

	learning.	assessment results to improve student achievement.			
3	Parents have limited knowledge and understanding of information with descriptions and explanations of the curriculum used at the school.	Hold parent education night/workshop - overview of curriculum and strategies implemented to reach all learners and how parents can help.	Administrator, Assistant Principal	Review sign in logs to determine the number of parents attending	Sign-in sheets - parent involvement summary and parent surveys

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Teachers will use a minimum of two identified STEM projects in order to increase Science FCAT scores from

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of STEM	Mandatory District training	District Personnel and Assistant Principal	Administrator to review projects undertaken by classroom teachers	FCAT 2012 Scores

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM training	K - 5	Science Coordinators	K - 5 Teachers	Oct. 19	Planning session, class observation	Principal and Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Effective Science Instruction using the SE Model	Effective Instructional strategies	General	\$500.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Indian River School District ST. PETER'S ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	88%	74%	93%	326	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	58%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	58% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					554	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District ST. PETER'S ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	89%	92%	58%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	79%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	79% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested