

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Palm Pointe Educational Research School @ Tradition	District Name: Florida Atlantic University
Principal: Debra Snyder	Superintendent: Joel Herbst/Asst. Dean (Office of PK-12 Schools and Ed. Program)
SAC Chair: Andrea Tang	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](#)

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)
Principal	Debra Snyder	BA- Elementary Education, and Library Science; Slippery Rock State College Masters – Educational Leadership; Florida Atlantic University Principal Certification – State of Florida	5	17	Principal of Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50

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

					<p>MS Performance points: 50/50</p> <p>Principal of Palm Pointe 2010-2011 - A No AYP 83% Meeting High Standards in Reading 81% Meeting High Standards in Math 97% Meeting High Standards in Writing 58% Meeting High Standards in Science 72% Making Learning Gains in Reading 76% Making Learning Gains in Math 68% of Lowest 25% Making Learning Gains in Reading 73% of Lowest 25% Making Learning Gains in Math</p> <p>Principal of Palm Pointe 2009-2010 Grade A Reading Proficiency: 81% Math Proficiency: 79% Writing Proficiency: 96% Science Proficiency: 61% 92% met AYP, Black students did not meet AYP in Reading ESE students in Math and Reading did not make AYP</p> <p>Principal of Palm Pointe in 2008-2009 Grade A Reading Proficient: 78% State of Florida Math Proficient: 72% Writing Proficient: 93% Science Proficient, Mastery: 78% 97% met of AYP, Black and FRL students did not meet AYP in Math.</p> <p>Principal of Palm Pointe 2007-2008 No student data available</p> <p>Principal of FK Sweet 2001-2008 - Grade A</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Kathleen Perez	BS, Elem Ed Professional Certificate (K-6)- Westfield State College; M.Ed, Professional Certificate Educational Leadership (All Levels)-Florida Atlantic University; Reading Endorsement; ESOL Endorsement	2	2	<p>Assistant Principal of Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50 MS Performance points: 50/50</p> <p>Assistant Principal of Palm Pointe 2010-2011 Grade A Reading Proficiency: 83% Math Proficiency: 81% Writing Proficiency: 97% Science Proficiency: 58% Making Learning Gains in Reading: 72% Making Learning Gains in Math: 76% Lowest 25% Making Learning Gains in Reading: 68% Lowest 25% Making Learning Gains in Math: 73% 95% of criteria met for AYP, Economically Disadvantaged students did not meet AYP in Reading, Hispanic students did not make AYP in Math</p>
Assistant Principal	Latricia Thompson	B.S., Biology, Professional Certificate-South Carolina State University; M.Ed. Educational Leadership (All Levels)- Nova Southeastern University	1	6	<p>Assistant Principal of Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50 MS Performance points: 50/50</p> <p>Assistant Principal of Palm Pointe 2011-2012</p> <p>Assistant Principal of Saint Lucie Elementary 2010-2011 Grade A</p>

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

				<p>Reading Proficiency:62% Math Proficiency:77% Writing Proficiency:92% Science Proficiency:32% Learning gains in reading:66% Learning gains in math:64% Lowest% making gains in reading:70% Lowest 25% making gains in math:63% 79% AYP met; African American students met AYP in both reading and math (makes up 56% of student population) SWD, ELL, Hispanic populations did not make AYP in both math and reading; FRL students did not make AYP in math Assistant Principal of Frances K Sweet 2006-2010 Grade A (4 yrs) 100% AYP met each each of my employment 2009-2010 Reading Proficiency:90% Math Proficiency:87% Writing Proficiency:95% Science Proficiency:70% Learning Gains Reading:61% Learning Gains Math:64% Lowest 25% making gains in Reading:56 Lowest 25% making gains in Math:63 2008-2009 Reading Proficiency:88% Math Proficiency:89% Writing Proficiency:95% Science Proficiency:60% Learning Gains in Reading:73% Learning Gains in Math:63% Lowest 25% making gains in Reading:60 Lowest 25% making gains in Math:60 2007-2008 Reading Proficiency:88% Math Proficiency:88% Writing Proficiency:95% Science Proficiency:71% Learning Gains in Reading:69% Learning Gains in Math:61% Lowest 25% making gains in Reading:64 Lowest 25% making gains in Math:66 2006-2007 Reading Proficiency:93% Math Proficiency:85% Writing Proficiency:96% Science Proficiency:58% Learning Gains in Reading:84% Learning Gains in Math:75% Lowest 25% making gains in Reading:64 Lowest 25% making gains in Math:69 1997-2006 Middle School Comprehensive Science Teacher</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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)
Instructional/ Curriculum Specialist	Kathleen Melrose	Professional Educator's Certificate Grades 1-6 & ESOL Endorsement National Board Certification - Middle Childhood Generalist Master of Education with a major in Foundations of Education School	4	3	<p>School Grades: Welleby 2005/6- A Yes AYP 84% met high standards in reading 89% met high standards in math 77% met high standards in writing 71% made learning gains in reading 78% made learning gains in math 74% of the lowest 25% made learning gains in reading Coral Springs Elem. 2006/7- B No AYP 76% met high standards in reading 78% met high standards in math 86% met high standards in writing 42% met high standards in science 68% made learning gains in reading 65% made learning gains in math 43% of the lowest 25% made learning gains in reading 65% of the lowest 25% made learning gains in math Coral Springs Elem 2007/8 - A No AYP 73% met high standards in reading 76% met high standards in math 87% met high standards in writing 40% met high standards in science 65% made learning gains in reading 67% made learning gains in math 54% of the lowest 25% made learning gains in reading 64% of the lowest 25% made learning gains in math Palm Pointe 2008/9- A No AYP 78% met high standards in reading 72% met high standards in math 93% met high standards in writing</p>

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

					<p>54% met high standards in science 70% made learning gains in reading 68% made learning gains in math 60% of the lowest 25% made learning gains in reading 71% of the lowest 25 % made learning gains in math Palm Pointe 2009/10- A No AYP 81% met high standards in reading 79% met high standards in math 96% met high standards in writing 61% met high standards in science 70% made learning gains in reading 73% made learning gains in math 64% of the lowest 25% made learning gains in reading 68% of the lowest 25% made learning gains in math Palm Pointe 2010-2011 - A No AYP 83% Meeting High Standards in Reading 81% Meeting High Standards in Math 97% Meeting High Standards in Writing 58% Meeting High Standards in Science 72% Making Learning Gains in Reading 76% Making Learning Gains in Math 68% of Lowest 25% Making Learning Gains in Reading 73% of Lowest 25% Making Learning Gains in Math Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50 MS Performance points: 50/50</p>
Math	Jean Svet	Professional Educator's Certificate Grades 1-6 Middle Grades Math 5-9 ESOL Endorsement	4	2	<p>School Grades: Palm Pointe 2009/10- A No AYP 81% met high standards in reading 79% met high standards in math 96% met high standards in writing 61% met high standards in science 70% made learning gains in reading 73% made learning gains in math 64% of the lowest 25% made learning gains in reading 68% of the lowest 25% made learning gains in math Palm Pointe 2010-2011 - A No AYP 83% Meeting High Standards in Reading</p>

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

					<p>81% Meeting High Standards in Math 97% Meeting High Standards in Writing 58% Meeting High Standards in Science 72% Making Learning Gains in Reading 76% Making Learning Gains in Math 68% of Lowest 25% Making Learning Gains in Reading 73% of Lowest 25% Making Learning Gains in Math</p> <p>Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50 MS Performance points: 50/50</p>
Literacy	Alison Yano	Professional Educator's Certificate Grades 1-6 Master's in Educational Leadership; Troy University; Principal's Certification - State of Florida Currently received Reading and ESOL Endorsements School	2	3	<p>School Grades: Mollie Ray Elem.- CRT - 2007/8 F - No AYP 36% met high standards in reading 31% met high standards in math 58% met high standards in writing 7% met high standards in science 55% made learning gains in reading 62% made learning gains in math 63% of the lowest 25% made learning gains in reading 81% of the lowest 25% made learning gains in math 2009/10 - Literacy Coach 3 Schools: Frances K. Sweet A Yes AYP 90% met high standards in reading 88% met high standards in math 95% met high standards in writing 71% met high standards in science 69% made learning gains in reading 61% made learning gains in math 64% of the lowest 25% made learning gains in reading 56% of the lowest 25% made learning gains in math Fairlawn Elem. - A No AYP 85% met high standards in reading 85% met high standards in math 94% met high standards in writing 70% met high standards in science 76% made learning gains in reading 72% made learning gains in math</p>

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

					<p>57% of the lowest 25% made learning gains in reading 69% of the lowest 25% made learning gains in math Morningside Elem. - A No AYP 84% met high standards in reading 85% met high standards in math 85% met high standards in writing 62% met high standards in science 68% made learning gains in reading 56% made learning gains in math 58% of the lowest 25% made learning gains in reading 58% of the lowest 25% made learning gains in math Palm Pointe 2010-2011 - A No AYP 83% Meeting High Standards in Reading 81% Meeting High Standards in Math 97% Meeting High Standards in Writing 58% Meeting High Standards in Science 72% Making Learning Gains in Reading 76% Making Learning Gains in Math 68% of Lowest 25% Making Learning Gains in Reading 73% of Lowest 25% Making Learning Gains in Math Palm Pointe 2011-2012 Grade A 72% Meeting High Standards in Reading 69% Meeting High Standards in Math 93% Meeting High Standards in Writing 68% Meeting High Standards in Science 74% Making Learning Gains in Reading 71% Making Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math MS Participation points: 31/50 MS Performance points: 50/50</p>
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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)
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April 2012
Rule 6A-1.099811
Revised April 29, 2011

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

1. Recruitment of HQ Teachers- Utilizing district Skyward and National Teacher to Teacher	PPE Administrative Team/Personnel Dept.	8/20/12	
2. Teacher Induction Program-Regular meetings with new teachers and Induction Team which is comprised of mentors, team leaders, teacher leaders, administration, and instructional coaches.	PPE Administrative Team/Mentors/Team Leaders/Teacher Leaders	Ongoing June 2013	
3. Establishment of Mentor/Mentee Program-Partnering new teachers with mentor and team leader	PPE Administrative Team/Mentors/Mentees	Ongoing June 2013	
4. Teacher to teacher.com National recruitment	PPE Administrative Team	Ongoing	

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
Jaime Bell	English 5-9	7 th Language Arts	Complete requirements for ESOL Endorsement
Victoria Cornelius	Elem Ed K-6	4 th Grade	Complete requirements for ESOL Endorsement
Theresa Raymond	ESE K-12, Elem Ed K-6	K-5 ESE	Complete requirements for ESOL Endorsement
Chanae Sanguinetti	Elem Ed K-6	Kindergarten	Complete requirements for ESOL Endorsement
Allison Snyder	Elem Ed K-6	4 th Grade	Complete requirements for ESOL Endorsement

Staff Demographics

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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
98	6.12% (6)	37.76% (37)	40.82% (40)	15.31% (15)	39.80% (39)	89.80% (88)	3.06% (3)	4.08% (4)	57.14% (56)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Laurell Ardenell	Jaime Bell	Teach same grade and subject	The mentor and mentee will meet weekly. The mentor will coach and support the mentee. Instructional coaches will model lessons, provide materials, and support as necessary. The Mentee will be enrolled in the districts SHINE program for new teachers.
Amy Finocan	Linda Hughes	Same Assignment- ESE Chairperson	Same as above
Sarah Courtmanche	Kathleen Melrose	Instructional Coaching, close proximity, time availability for coaching and mentoring	Same as above
Jennifer Gomez	Carey Keys	Teach same grade, close proximity	Same as above
Beth Jones	Karol Carvelli	Both are Middle School ESE Teachers	Same as above
Jessica Kovach	Carrie Lloyd	Teach same grade, close proximity	Same as above
Kaitlyn Olesik	Linda Hughes	ESE Chair/ ASD Teacher	Same as above
Kaija Robinson	Ashley Rich	Teacher same grade, close proximity	Same as above

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

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.

<p>Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through high-quality classroom instruction which differentiates learning for all students. Palm Pointe will also coordinate with Title II and IDEA to ensure staff development opportunities are provided based on teacher's needs to meet student targets. The district coordinated with Title II in ensuring staff development needs are provided. Supplemental educational services are provided through Title I funds to meet the needs of our low achieving economically disadvantaged students. Additionally, coordination with Title X aids in meeting the needs of homeless students.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D</p>
<p>Title II Title II funds will be used to support programs and activities that are explicitly aimed at increasing student achievement and improving teachers' knowledge and ability to deliver effective standards-based instruction. For instance, all professional development activities for teachers and support staff funded through Title II, Part A will be coordinated with others federal and state programs in order to ensure that there is cohesiveness of vision and purpose.</p>
<p>Title III</p>
<p>Title X- Homeless School based Homeless liaison participates in state wide webinar to ensure implementation and compliance with Title X</p>
<p>Supplemental Academic Instruction (SAI)</p>
<p>Violence Prevention Programs</p>
<p>Nutrition Programs</p>
<p>Housing Programs</p>

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

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

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:

- Administrators
- School Counselors
- Literacy Coach
- Math Coach
- Instructional Coach
- School Psychologist
- Speech Pathologist
- ESE Chairperson

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

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Palm Pointe has a variety of teams (Grade levels, Departments, Team leaders, Academic Teams, and SAC. These teams meet monthly. 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/leadership Team.

Grade Level PST Meetings

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.

Individual PST Meetings

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

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.

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Managed data will include:

Academic

- Oral Reading Fluency Measures
- EasyCBM Benchmark Assessments
- Journeys Benchmark Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades

Behavior

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

- District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures;
- Support and Training will be provided at individual grade level meetings as needed

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Coach, Instructional/Curriculum Specialist, Administration, Reading/LA Department Chairs, Reading Teachers (Luhta, Bonet, Joie, DeRigo), Media Specialist and Media Clerk.

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

The LLT will meet monthly to review universal data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. The LLT will ensure core instruction is being implemented effectively, students are receiving differentiated instruction, and necessary supplemental resources are available and implemented with fidelity.

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

- LLT major initiatives include:
- Implementing the St. Lucie County K-8 Literacy Routine
- Ensuring students are receiving differentiated instruction
- Ensuring supplemental resources are being implemented effectively
- Implementation of Language an Intensive Reading Programs for grades 6-8
- Implementation of Journeys K-5 Reading Program
- Providing professional development, coaching and modeling for teachers on the above initiatives

Public School Choice

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

Prospective parents are able to tour the school during open enrollment , parents are provided information about the school's curriculum and instruction along with strategies on how to prepare their child for school. Prior to entering kindergarten parents are invited to attend our "Blast Off" session to orient parents and students to the school. In addition to the information provided by the school the district has provided transitional information to parents concerning acclimation to an educational setting.

****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.

The LLT will provide coaching, modeling and mentoring to assist with implementation of the Literacy Routine. Teams will collaborate and share best practices for teaching reading strategies. Implementation of an enrichment block focusing on reading strategies using research based techniques, such as response to literature, thinking maps and individual student conferencing. Single and double block reading classes are offered to students who meet the criteria as determined by the State and FCAT achievement data. Participation in state programs, such as Sunshine State Readers Program.

****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?

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?

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1 Common Core Standards	1a.1	1a.1	1a.1	1a.1
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	District Professional Development Team Literacy Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	SLC Framework Administrative Classroom Walkthroughs
Students in grades 3-8 will be able to read fluently and comprehend complex texts as demonstrated on the SLC benchmark	31% (298) of students in grades 3-8 at Palm Pointe K-8 Research	By June 2013, 36% (346) of students in grades 3-8, who were non-proficient on the 2012 Reading					

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

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

assessments and FCAT. Emphasis will continue to focus on differentiated instruction and data analysis.	School scored a level 3 on the 2012 Reading FCAT.	FCAT, will score a level 3 on the 2013 Reading FCAT.					
			1a.2. Lack of time and funding for professional development for teachers to learn, plan and collaborate together.	1a.2. To develop a schedule and provide time for professional development, classroom modeling, planning and collaborating amongst grade levels.	1a.2. Administration Literacy Coach Literacy Leadership Team (LLT)	1a.2. Fidelity checks Classroom observations PD follow-up sessions Lesson plan checks	1a.2. FCAT SLC Benchmark assessments Classroom based assessments
			1a.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.3 Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	1a.3 District Professional Development Team Literacy Coach Administration Teacher	1a.3 Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	1a.3 SLC Framework Administrative Classroom Walkthroughs
			1a.4 The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	1a.4 Emphasize reading strategies such as Reciprocal Teaching, which helps students determine the meaning of words by using context clues. Literacy coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	1a.4 District Professional Development Team Literacy Coach Administration Teacher	1a.4 The Literacy coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	1a.4 Common Weekly teacher generated assessments Easy CBM Benchmark Assessments Teacher assessment identifying learning scale achievement of targeted goal – Level 3 Results from the 2013 FCAT assessment Journeys unit assessments
			1a.5 Limited knowledge of	1a.5 Provide teachers	1a.5 Literacy Coach/Instructional	1a.5 Fidelity checks	1a.5 Administrative Classroom Walkthroughs

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

		incorporating reading in the content areas in grades 6-8	professional development, coaching and modeling in Response to Literature.	Coach Administration	Classroom observations PD follow-up sessions	
		1a.6 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	1a.6 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	1a.6 District Professional Development Team Literacy Coach Administration Teacher	1a.6 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	1a.6 Student Responses from teacher made performance task items based on the performance scale.
		1a.7 Limited knowledge of data analysis and developing instructional decisions based on the data.	1a.7 Monthly Team Data Meetings Provide professional development opportunities to utilize Performance Matters and analyze leading and lagging data to focus instruction on student needs.	1a.7 Administration Literacy Coach Literacy Leadership Team (LLT)	1a.7 Lesson plan checks Participation at monthly team data meetings	1a.7 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs
		1a.8 Providing differentiated instruction to meet individual students needs.	1a.8 Implementation of research based technology enhanced program/Ticket to read/Implementation of Daily 5/Extended Day Learning opportunity/Extended summer curriculum opportunities	1a.8 Literacy Coach Instructional Technology Instructor	1a.8 Classroom Observations PD follow-up Lesson Plans	1a.8 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs

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

Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			Ib.1. Train teacher to effectively implement Access Points.	Ib.1. Instructional staff will participate in department LC opportunities.	Ib.1 District PD Team ESE Specialists Administrative Team	Ib.1 Lesson Study observations and debriefing sessions	Ib.1. Lesson Study Documentation and Reflection Tools			
Reading Goal #1b: By June 2013, 40% (4) of students in grades 3-8 will score at a Level 4, 5, 6 on the FAA Reading Test.	2012 Current Level of Performance:* 18% (2) of the students in grades 3-8 are proficient at level 4, 5, and 6 on the FAA Reading Test.	2013 Expected Level of Performance:* By June 2013, 40% (4) of students in grades 3-8 will score at a Level 4, 5, 6 on the FAA Reading Test.								
						Ib.2. *Discerning relevant details from a passage using auditory processing.	Ib.2. *Daily read aloud practice to process and coach students based on appropriate access points.	Ib.2. District Support Team Reading Coach Administration Teacher.	Ib.2. The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	Ib.2. Teacher generated assessment based on IEP goals Brigance Assessment
						Ib.3. Students have processing challenges for recalling information and supporting details	Ib.3. Use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	Ib.3. Reading Coach Administration Teacher.	Ib.3. Students' written or oral responses	Ib.3. Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1 Common Core Standards present new learning for	2a.1 Instructional staff will be	2a.1 District Professional	2a.1 Administration observation of effective	2a.1 SLC Framework			

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

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students in grades 3-8 will be able to read fluently and comprehend complex texts as demonstrated on the SLC benchmark assessments and FCAT. Emphasis will continue to focus on differentiated instruction and data analysis.	41% (394) of students in grades 3-8 at Palm Pointe Educational Research School scored a level 4 or 5 on the 2012 Reading FCAT.	By June 2013, 46% (442) of the students in grades 3-8 at Palm Pointe Educational Research School will score a level 4 or 5 on the 2013 Reading FCAT.		provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8. instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Development Team Literacy Coach	implementation with feedback. Teacher lesson design reflecting Common Core understanding. Administration Teacher	Administrative Classroom Walkthroughs
			2a.2 Lack of time and funding for professional development for teachers to learn, plan and collaborate together.	2a.2 To develop a schedule and provide time for professional development, classroom modeling, planning and collaborating amongst grade levels.	2a.2 Administration Literacy Coach Literacy Leadership Team (LLT)	2a.2 Fidelity checks Classroom observations PD follow-up sessions Lesson plan checks	2a.2. FCAT SLC Benchmark assessments Classroom based assessments
			2a.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.3 Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	2a.3 District Professional Development Team Literacy Coach Administration Teacher	2a.3 Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	2a.3 SLC Framework Administrative Classroom Walkthroughs
			2a.4 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	2a.4 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of	2a.4 District Professional Development Team Literacy Coach Administration	2a.4 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	2a.4 Student Responses from teacher made performance task items based on the performance scale.

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

			understanding. Instructional and peer coaching.	Teacher		
		2a.5 The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	2a.5 Emphasize reading strategies such as Reciprocal Teaching, which helps students determine the meaning of words by using context clues. Literacy coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	2a.5 District Professional Development Team Literacy Coach Administration Teacher	2a.5 The Literacy coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	2a.5 Common Weekly teacher generated assessments Easy CBM Benchmark Assessments Teacher assessment identifying learning scale achievement of targeted goal – Level 3 Results from the 2013 FCAT assessment Journeys unit assessments
		2a.6 Limited knowledge of incorporating reading in the content areas in grades 6-8	2a.6 Provide teachers professional development, coaching and modeling in Response to Literature.	2a.6 Literacy Coach/Instructional Coach Administration	2a.6 Fidelity checks Classroom observations PD follow-up sessions	2a.6 Administrative Classroom Walkthroughs
		2a.7 Limited knowledge of data analysis and developing instructional decisions based on the data.	2a.7 Monthly Team Data Meetings Provide professional development opportunities to utilize Performance Matters and analyze leading and lagging data to focus instruction on student needs.	2a.7 Administration Literacy Coach Literacy Leadership Team (LLT)	2a.7 Lesson plan checks Participation at monthly team data meetings	2a.7 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs
Benchmarks 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1. Train teachers to effectively implement	2b.1 Instructional staff will participate in department	2b.1 District PD Team	2b.1 Lesson Study observations and debriefing	2b.1. Lesson Study Documentation and Reflection

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

Reading Goal #2b: By June 2013, 50% (5) of students in grades 3-8 will score at a Level 7 on the FAA Reading Test.	2012 Current Level of Performance:* 36% (4) of the students in grades 3-8 are proficient at level 7 on the FAA Reading Test.	2013 Expected Level of Performance:* By June 2013, 50% (5) of students in grades 3-8 will score at a Level 7 on the FAA Reading Test.	Access Points.	Learning Community opportunities.	ESE Specialists Administrative Team	sessions	Tools FAA	
			2b.2. Limited schema with fiction, nonfiction, and informational texts	2b.2. Students will be exposed to fiction, nonfiction, and informational text and be taught to identify the differences using Thinking Maps.	2b.2. District Professional Development Team Reading Coach Administration Teacher	2b.2. Observation of DQ 3 Element 18	2b.2. Feedback using Frameworks FAA	
			2b.3 Students' lack of understanding the use of context clues to comprehend the text	2b.3 Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3 District Professional Development Team Reading Coach Administration Teacher	2b.3 Increased percentage of time students use new vocabulary appropriately	2b.3 Teacher made assessments FAA	
					Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1 Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	3a.1 Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	3a.1 District Professional Development Team Literacy Coach	3a.1 Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding. Administration Teacher	3a.1 SLC Framework Administrative Classroom Walkthroughs	
Reading Goal #3a: Students in grades 3-8 will be able to read fluently and comprehend complex texts as demonstrated on	2012 Current Level of Performance:* 72% (692) of students in grades 3-8	2013 Expected Level of Performance:* By June 2013, 77% (740) of students in						

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

<p>the SLC benchmark assessments and FCAT. Emphasis will continue to focus on differentiated instruction and data analysis.</p>	<p>at Palm Pointe Educational Research School made learning gains on 2012 Reading FCAT.</p>	<p>grades 3-8 at Palm Pointe Educational Research School will make learning gains on the 2013 Reading FCAT.</p>					
			<p>3a.2 Lack of time and funding for professional development for teachers to learn, plan and collaborate together.</p>	<p>3a.2 To develop a schedule and provide time for professional development, classroom modeling, planning and collaborating amongst grade levels.</p>	<p>3a.2 Administration Literacy Coach Literacy Leadership Team (LLT)</p>	<p>3a.2 Fidelity checks Classroom observations PD follow-up sessions Lesson plan checks</p>	<p>3a.2 FCAT SLC Benchmark assessments Classroom based assessments</p>
			<p>3a.3 broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>3a.3 Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.</p>	<p>3a.3 District Professional Development Team Literacy Coach Administration Teacher</p>	<p>3a.3 Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.</p>	<p>3a.3 SLC Framework Administrative Classroom Walkthroughs</p>
			<p>3a.4 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>3a.4 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.</p>	<p>3a.4 District Professional Development Team Literacy Coach Administration Teacher</p>	<p>3a.4 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.</p>	<p>3a.4 Student Responses from teacher made performance task items based on the performance scale.</p>
			<p>3a.5 The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting</p>	<p>3a.5 Emphasize reading strategies such as Reciprocal Teaching, which helps students determine the meaning of words by</p>	<p>3a.5 District Professional Development Team Literacy Coach</p>	<p>3a.5 The Literacy coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly</p>	<p>3a.5 Common Weekly teacher generated assessments Easy CBM Benchmark Assessments</p>

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

		Category 1 - Vocabulary	using context clues. Literacy coach will train teachers on using this strategy throughout content areas. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	Administration Teacher	and make recommendations based on needs assessment.	Teacher assessment identifying learning scale achievement of targeted goal – Level 3 Results from the 2013 FCAT assessment Journeys unit assessments
		3a.6 Limited knowledge of incorporating reading in the content areas in grades 6-8	3a.6 Provide teachers professional development, coaching and modeling in Response to Literature.	3a.6 Literacy Coach/Instructional Coach Administration	3a.6 Fidelity checks Classroom observations PD follow-up sessions	3a.6 Administrative Classroom Walkthroughs
		3a.7 Limited knowledge of data analysis and developing instructional decisions based on the data.	3a.7 Monthly Team Data Meetings Provide professional development opportunities to utilize Performance Matters and analyze leading and lagging data to focus instruction on student needs.	3a.7 Administration Literacy Coach Literacy Leadership Team (LLT)	3a.7 Lesson plan checks Participation at monthly team data meetings	3a.7 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		3b.1. Train teachers to effectively implement Access Points.	3b.1 Instructional staff will participate in department LC opportunities.	3b.1 District PD Team ESE Specialists Administrative Team	3b.1 Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
By June of 2013, 50% (5) of the students in grades 3-8 will make learning gains on the 2012-2013 FAA Reading Test.	27% (3) of the students in grades 3-8 made learning gains on the FAA Reading Test.	By June of 2013, 50% (5) of the students in grades 3-8 will make learning gains on the 2012-2013 FAA				

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

		Reading Test					
			3b.2. Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	3b.2. Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction.	3b.2. District PD Team ESE Specialists Administrative Team	3b.2. Bi-monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	3b.2. Teacher generated assessments and data collection tools FAA
			3b.3 Students' lack of understanding the use of context clues to comprehend the text	3b.3 Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues.	3b.3 District Professional Development Team Reading Coach Administration Teacher	3b.3 Increased percentage of time students use new vocabulary appropriately	3b.3 Teacher generated assessments Brigance Assessment FAA
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			4a.1 Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	4a.1 Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	4a.1 District Professional Development Team Literacy Coach Administration Teacher	4a.1 Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	4a.1 SLC Framework Administrative Classroom Walkthroughs
Reading Goal #4a: Students in grades 3-8 will be able to read fluently and comprehend complex texts as demonstrated on the SLC benchmark assessments and FCAT. Emphasis will continue to focus on	<u>2012 Current Level of Performance:*</u> 74% (711) of students in grades 3-8 in the lowest 25% at Palm Pointe Educational Research School made	<u>2013Expected Level of Performance:*</u> By June 2013, 79% (759) of the students in grades 3-8 at Palm Pointe Educational Research School in the lowest 25%					

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

differentiated instruction and data analysis.	learning gains on the 2012 Reading FCAT.	will make learning gains on the 2013 Reading FCAT.					
			4a.2	4a.2	4a.2	4a.2	4a.2.
			Lack of time and funding for professional development for teachers to learn, plan and collaborate together.	To develop a schedule and provide time for professional development, classroom modeling, planning and collaborating amongst grade levels.	Administration Literacy Coach Literacy Leadership Team (LLT)	Fidelity checks Classroom observations PD follow-up sessions Lesson plan checks	FCAT SLC Benchmark assessments Classroom based assessments
			4a.3	4a.3	4a.3	4a.3	4a.3
			A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	District Professional Development Team Literacy Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	SLC Framework Administrative Classroom Walkthroughs
			4a.4	4a.4	4a.4	4a.4	4a.4
			The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Literacy Coach Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale.
			4a.5	4a.5	4a.5	4a.5	4a.5
			The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary	Emphasize reading strategies such as Reciprocal Teaching, which helps students determine the meaning of words by using context clues. Literacy coach will train teachers on using this strategy throughout content	District Professional Development Team Literacy Coach Administration Teacher	The Literacy coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	Common Weekly teacher generated assessments Easy CBM Benchmark Assessments Teacher assessment identifying learning scale achievement of targeted goal – Level 3 Results from the 2013 FCAT assessment

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

			areas. Journeys core materials will be used to support instruction. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.			Journeys unit assessments
		4a.6 Limited knowledge of incorporating reading in the content areas in grades 6-8	4a.6 Provide teachers professional development, coaching and modeling in Response to Literature.	4a.6 Literacy Coach/Instructional Coach Administration	4a.6 Fidelity checks Classroom observations PD follow-up sessions	4a.6 Administrative Classroom Walkthroughs
		4a.7 Limited knowledge of data analysis and developing instructional decisions based on the data.	4a.7 Monthly Team Data Meetings Provide professional development opportunities to utilize Performance Matters and analyze leading and lagging data to focus instruction on student needs.	4a.7 Administration Literacy Coach Literacy Leadership Team (LLT)	4a.7 Lesson plan checks Participation at monthly team data meetings	4a.7 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By June 2013 100% (2) students in grades 3-8 in the lowest 25% will make learning gains on FAA Reading.	50% (1) students in grades 3-8 in the lowest 25% made learning gains on FAA Reading.	By June 2013 100% (2) students in grades 3-8 in the lowest 25% will make learning gains on FAA Reading.	Students are performing at one or more grade levels below 3 rd grade requiring support in phonics and phonemic awareness strategies.	The teacher will provide access to tolow tech and high tech assistive technology for support to provided differentiated instruction as written in the IEP supporting the student through access points.	Teacher ESE Specialist AT Specialists (as deemed necessary by the IEP Team) Administration	The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of effective use of phonics and phonemic awareness.
						Teacher observation Data Collected from use of Assistive Technology Brigance Assessment FAA

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

		4b.2. Due to the severity of an individual student's disability, limited vocabulary restricts students from communicating and understanding expressive language.	4b.2. Students will be given the opportunity to make choices using concrete objects, real pictures, and symbols paired with words to accommodate the individual's identified disability.	4b.2. Teacher ESE Specialist Administration	4b.2. The teacher will provide daily opportunities to use expressive language to communicate connections between words objects and symbols.	4b.2. Data Collection Teacher Observation Brigance assessment FAA	
		4b.3 Due to the severity of an individual student's disability, limited abilities to identify basic sight words provide processing challenges within text.	4b.3. Students must have continuous repetition/practice when learning reading concepts.	4b.3. Teacher ESE Specialist Administration	4b.3. Students will be provided sight word lists reflecting text that they will practice for continuous repetition to increase word recall fluency.	4b.3. Data Collection Teacher Observation Brigance Assessment FAA	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 80% of students in grades 3-8 tested on the 2010-2011 FCAT 2.0 were proficient in Reading.	In June 2012, 82% of grade 3-8 students will be proficient in Reading increasing by 1.7% from the previous year.	In June 2013, 84% of grade 3-8 students will be proficient in Reading increasing by 3.4% from the baseline year	In June 2014, 85 % of grade 3-8 students will be proficient in Reading increasing by 5.1 % from the baseline year	In June 2015, 88% of grade 3-8 students will be proficient in Reading increasing by 6.8% from the baseline year	In June 2016, 89% of grade 3-8 students will be proficient in Reading increasing by 8.5% from the baseline year	In June 2017, 90 % of grade 3-8 students will be proficient in Reading increasing by 10% from the baseline year
<u>Reading Goal #5A:</u> By June 2013, 84% of grade 3-8 students will be proficient in Reading increasing from the previous year by 3.4%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following		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

subgroup:							
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	5b.1 Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5b.1 Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	5b.1 District Professional Development Team Literacy Coach Administration Teacher	5b.1 Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	5b.1 SLC Framework Administrative Classroom Walkthroughs
			5b.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5b.2 Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	5b.2 District Professional Development Team Literacy Coach Administration Teacher	5b.2 Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	5b.2 SLC Framework Administrative Classroom Walkthroughs
			5b.3 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5b.3 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	5b.3 District Professional Development Team Literacy Coach Administration Teacher	5b.3 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	5b.3 Student Responses from teacher made performance task items based on the performance scale.
	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

5C. English Language Learners (ELL) not making satisfactory progress in reading.		5C.1	5C.1	5C.1	5C.1	5C.1	
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	District Professional Development Team	Administration observation of effective implementation with feedback. Literacy Coach Administration Teacher	5C.1 SLC Framework Administrative Classroom Walkthroughs Teacher lesson design reflecting Common Core understanding.
			5C.2	5C.2	5C.2	5C.2	5C.2.
			A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	District Professional Development Team Literacy Coach Administration Teacher	Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	SLC Framework Administrative Classroom Walkthroughs
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
			The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	District Professional Development Team Literacy Coach Administration Teacher	Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	Student Responses from teacher made performance task items based on the performance scale.
			5C.4	5C.4	5C.4	5C.4	5C.4
			Students demonstrated greatest percentage of deficiencies in the REPORTING CATEGORY 1: VOCABULARY	Teachers will utilize Journeys leveled readers for ELL students and implement Journeys suggested lessons to support vocabulary	District Professional Development Team Literacy Coach Teacher	Students' academic language will increase understanding of vocabulary and through authentic writing tasks and oral expression.	Weekly common grade level assessment tests Teacher observation Easy CBM benchmarks

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

			deficiencies. St. Lucie County literacy routines word work will support instructional vocabulary focus.	Administration		FCAT 2.0	
		5C.5	Teacher deficiencies in preparedness to work with students with disabilities. Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories. St. Lucie County literacy routines will be implemented to support student disabilities continued professional development.	District Professional Development Team Literacy Coach Teacher Administration	5C.5 Administration observation of effective implementation with feedback.	5C.5 Weekly common grade level assessment tests. Easy CBM progress monitoring Journeys unit assessments FCAT 2.0	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.		5D.1	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5D.1 Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	5D.1 District Professional Development Team Literacy Coach Administration Teacher	5D.1 Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	5D.1 SLC Framework Administrative Classroom Walkthroughs
Reading Goal #5D:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
			5D.2.	5D.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support	5D.2. District Professional Development Team Literacy Coach	5D.2. Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction	5D.2. SLC Framework Administrative Classroom Walkthroughs

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

		Lucie County framework exist among instructional staff.	and self-learning.	Administration Teacher	Administration & Teacher conferencing.	
		5D.3 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5D.3 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	5D.3 District Professional Development Team Literacy Coach Administration Teacher	5D.3 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	5D.3. Student Responses from teacher made performance task items based on the performance scale.
		5D.4. Lack of appropriate supplementary materials to support ESE students in the general education classroom.	5D.4. Implementation & support in using specific supplemental materials designed to meet the needs of ESE students and IEP requirements	5D.4. ESE School Specialist	5D.4. Progress monitoring by IEP's and student achievement data	5D.4. IEP Student Achievement data
		5D.5. Meeting individual learning needs of ESE students	5D.5. To enhance instruction through an interactive curriculum to support visual and tactile learning needs.	5D.5. ESE School Specialist Administration	5D.5. Progress monitoring by IEP's and student achievement data/Classroom walkthroughs	5D.5 IEP Student Achievement 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
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1 Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5E.1 Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the required minimum Civics content for grades 3 – 8.	5E.1 District Professional Development Team Literacy Coach Administration Teacher	5E.1 Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	5E.1 SLC Framework Administrative Classroom Walkthroughs
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:*</u>				

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-learning.	5E.2 District Professional Development Team Literacy Coach Administration Teacher	5E.2 Administration observation of effective implementation with feedback. Teacher lesson design reflecting SLC Framework for Quality Instruction Administration & Teacher conferencing.	5E.2 SLC Framework Administrative Classroom Walkthroughs
			5E.3 The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5E.3 Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	5E.3 District Professional Development Team Literacy Coach Administration Teacher	5E.3 Administration observation of effective implementation with feedback. Individual and Collaborative review of student work.	5E.3 Student Responses from teacher made performance task items based on the performance scale.
			5E.4 Teacher deficiencies in preparedness to work with students with disabilities.	5E.4 Teachers will be trained to support students with disabilities with the Journeys toolkit across all reporting categories. St. Lucie County literacy routines will be implemented to support student disabilities continued professional development.	5E.4 District Professional Development Team Literacy Coach Teacher Administration	5E.4 Administration observation of effective implementation with feedback.	5E.4 Weekly common grade level assessment tests. Easy CBM progress monitoring Journeys unit assessments FCAT 2.0

Reading Professional Development

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

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

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

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
PLC on Classroom Instruction that Works By Robert Marzano	K-8	Instructional leaders	K-8 Team Leaders	Team meetings designated for PLCs	Instructional coaching, modeling and support. Team collaboration and sharing of best practices.	Administration, Instructional Leaders
SLC Framework for Instruction : Learning Goals and Specific Scales	K-8 Instructional Staff	Saint Lucie County Professional Development Department	K-8 Instructional Staff	August 15 & 16 2012	Team collaboration, Administrative & Peer observations and evaluations	Administration, Instruction leaders
Response to Literature	6-8 Instructional Staff	Instructional Leaders	6-8 teachers	Designated PD days	Instructional coaching, modeling and support. Team collaboration and sharing of best practices.	Administration, Instruction leaders
SLC Framework for Quality Instruction	K-8	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Text Complexity	K-8	Teacher/ Coaches/ Administration	Schoolwide	On-going	Team collaboration, Administrative & Peer observations and evaluations	Administration, Instruction leaders
Components of Reading	K-8	Teachers/ Coaches/ Administration	Schoolwide	Designated dates when in state conferences are available	Presentation to staff	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
Implementation of Response to literature in grades K-8	Training materials/stipends/library to support implementation	Title I	\$10,295.00
Increase student achievement/.enhance Instruction	Teacher and student consumable and instructional materials used to enhance instruction	1010	\$1,000
		P24	\$625.00
		IDEA	\$3,277.00
		Title I	\$3,287.00
			Subtotal: \$18,484.00

Technology			
Strategy	Description of Resources	Funding Source	Amount
Implementation of research based technology enhanced program/Ticket to read	Site License	Title II	\$3,000.00
			Subtotal: \$3,000

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To develop a schedule and provide time for professional development, classroom modeling, planning and collaborating amongst grade levels.	Substitute days	Title II	\$720.00
Provide teachers professional development, coaching and modeling in Response to Literature.	Substitutes	Title I	Included above
Team Data	Substitutes	Title II	\$2,160.00

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

Meetings Provide professional development opportunities to utilize Performance Matters and analyze leading and lagging data to focus instruction on student needs.	Substitutes	Title I	\$4,140.00
Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-learning.	Substitutes	Title II	\$720.00
Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.	Substitutes	Title II	\$450.00
In state conferences to support district, state, and national initiatives	Training fees/Travel	Title I	\$2,000.00
			Subtotal:\$10,190.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended day learning opportunity	Evidence based learning materials/resources & Teacher stipends	Title I	\$10,262.00
	Incentives to support summer challenge initiatives	PTO	\$1,100.00
			Subtotal:\$11,362.00
			Total:\$43,036.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.	1.1.	1.1.	1.1.	1.1.
<p><u>CELLA Goal #1:</u></p> <p>Based on the 2012 CELLA data, 53% of ELL students were proficient in Oral Skills. By June 2013 60% of ELL students will score proficient in Oral Skills as measured by CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p> <p>Based on the 2012 CELLA data, 53% of ELL students were proficient in Oral Skills.</p>	<p>ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.</p>	<p>Language Experience Approach</p> <p>Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.</p> <p>Provide opportunities for interactions such as Literature Circles, Think-Pair-Share, science and math investigations.</p>	<p>Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>Teacher provides on-going formative assessments in both speaking and listening.</p>	<p>CELLA</p>
		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

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.	2.1.	2.1.	2.1.	2.1.
<p><u>CELLA Goal #2:</u></p> <p>Based on the 2012 CELLA data, 14% of ELL students were proficient in Reading. By June 2013, 25% of ELL students will score proficient in Reading as measured by CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p> <p>Based on the 2012 CELLA data, 14% of ELL students were proficient in Reading.</p>	<p>2.1.</p> <p>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.</p>	<p>2.1.</p> <p>Activating and/or Building Prior Knowledge.</p>	<p>2.1.</p> <p>Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>2.1.</p> <p>Formative Assessment</p>	<p>2.1.</p> <p>CELLA</p>
		<p>2.2.</p> <p>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.</p>	<p>2.2.</p> <p>Reading aloud to students helps them develop and improve literacy skills.</p> <p>Comprehensible Input: Use a variety of techniques to make content clear (i.e., hands-on materials, visuals, film clips, etc...)</p>	<p>2.2.</p> <p>Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>2.2.</p> <p>Timed Student Reading</p>	<p>2.2.</p> <p>CELLA</p>
		<p>2.3</p> <p>The next barrier for ELL students is the number of unfamiliar words encountered as an</p>	<p>2.3</p> <p>Vocabulary with context clues.</p>	<p>2.3</p> <p>Administration/Literacy Coach/Team or Grade Level Leader</p>	<p>2.3</p> <p>Formative Assessments</p>	<p>2.3</p> <p>CELLA</p>

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

		English learner reads a text or listens to teacher or peer academic talk.				
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.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: Based on the 2012 CELLA data, 25% of ELL students were proficient in Writing. By June 2013, 35% of ELL students will score proficient in Writing as measured by CELLA.	2012 Current Percent of Students Proficient in Writing : Based on the 2012 CELLA data, 25% of ELL students were proficient in Writing.	3.1. 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.	3.1. 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.	3.1. Administration/Literacy Coach/Team or Grade Level Leader	3.1. Journals	3.1. CELLA
		3.2. 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.	3.2. Graphic Organizers	3.2. Administration/Literacy Coach/Team or Grade Level Leader	3.2. Student Work	3.2. CELLA
		3.3. The next barrier for	3.3. Rubrics provide clear	3.3. Administration/Liter	3.3. Student Writing Samples	3.3. CELLA

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

		ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	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.	acy Coach/Team or Grade Level Leader		

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

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

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

End of CELLA Goals

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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 in mathematics.	1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each	1a.1. Instructional staff will be provided professional development on Common Core Standards and	1a.1. * District professional development team * Instructional coaches * Administration	1a.1. * Administration observation of effective implementation with feedback	1a.1. * St. Lucie County framework * Administrative classroom walkthroughs

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

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

	standard	Mathematical Practices. (full staff, grade levels, teams, etc.)	*Teacher	* Teacher lesson design reflective of Common Core understanding		
<p>Mathematics Goal #1a:</p> <p>Needs assessment 2012 FCAT data indicated that students in grades 3-8 at Palm Pointe Educational Research School need additional focus on geometry and measurement, fractions, algebraic thinking and problem solving strategies. Students will develop higher order thinking skills and problem-solving skills to enhance mathematical proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>42% (404) students in grades 3-8 at Palm Pointe Educational Research School scored a level 3 on the 2011 Mathematics FCAT. the 2012 Mathematics FCAT.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, 47 %(461) of the students in grades 3-8 at Palm Pointe Educational Research School will score a level 3 on the 2013 Mathematics FCAT.</p>				
		<p>1a.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff</p>	<p>1a.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1a.2.</p> <p>* District professional development team * Math coach * Administration *Teacher</p>	<p>1a.2.</p> <p>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>1a.2.</p> <p>*St. Lucie County framework * Administrative classroom</p>
		<p>1a.3.</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>1a.3.</p> <p>Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.</p>	<p>1a.3.</p> <p>* Instructional and peer coaching * District professional development team * Instructional coaches * Administration *Teacher</p>	<p>1a.3.</p> <p>* Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>1a.3.</p> <p>Student responses from t</p>
		1a.4	1a.4	1a.4	1a.4	1a.4

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

		According to the results of the 2012 FCAT 2.0 Mathematics assessment, the areas of greatest concern are fractions, geometry, measurement and problem solving.	* Increase opportunities for students to model equivalent representations of given numbers using manipulatives. * Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. * GoMath, FL Math Connects and FL Algebra 1 Honors Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	* Teachers * Math Coach	* Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. * Adjustments to curriculum focus will be made as needed.	* Weekly assessments and CBM Benchmarks * Results from the 2013 * Teacher assessment identified targeted goals.
		1a.5 Providing differentiated instruction to meet individual learners needs	1a.5 Implementation of researched based technology enhancement program – V math live. Extended day learning opportunity	1a.5 Math Coach Instructional Technology Instructor Classroom Teacher	1a.5 Classroom Observations PD follow-up Lesson Plans	1a.5 FCAT SLC benchmark assessment Classroom based assessment Classroom Walkthroughs
		1a.6 Lack of instructional time on content to deepen knowledge	1a.6 Increase math block from 60 to 90 minutes allowing for increased instruction	1a.6 * Administrators * Teachers * Math Coach	1a.6 * Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. * Adjustments to curriculum focus will be made as needed.	1a.6 * Weekly assessments and CBM Benchmarks * Results from the 2013 * Teacher assessment identified targeted goals.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1 Train teachers to effectively implement Access Points.	1b.1 Instructional staff will participate in department LC opportunities.	1b.1 District PD Team ESE Specialists Administrative Team	1b.1 Lesson Study observations and debriefing sessions	1b.1 Lesson Study Documentation and Reflection Tools FAA	

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

<p>Mathematics Goal #1b:</p> <p>By June 2013, 54% (6) of students in grades 3-8 will score at level 4,5,6 on the FAA math test.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>				
	<p>36% (4) of the students in grades 3-8 were proficient at level 4,5,6 on the FAA math test.</p>	<p>By June 2013, 54% (6) of students in grades 3-8 will score at level 4,5,6 on the FAA math test.</p>				
		<p>1b.2. Students are challenged to complete proper steps to solve a problem.</p>	<p>1b.2. Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives visuals, number lines, and assistive technology.</p>	<p>1b.2. Teacher ESE specialist Administration</p>	<p>1b.2. Students will be provided opportunities to explain their thinking for problem solving.</p>	<p>1b.2. Teacher generated assessments Teacher observation as st FAA</p>
		<p>1b.3. Based upon individual student's abilities as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations.</p>	<p>1b.3 Using research based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement.</p>	<p>1b.3. Teacher ESE specialist Administration</p>	<p>1b.3. The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.</p>	<p>1b.3. Teacher generated account collection in place. Teacher observation Bragance Assessment FAA</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 Tools</p>	
<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 and Mathematical Practices. (full staff, grade levels, teams, etc.)</p>	<p>2a.1. * District professional development team * Math coach * Administration *Teacher</p>	<p>2a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding</p>	<p>2a.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>	

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

<p>Mathematics Goal #2a: Needs assessment 2012 FCAT data indicated that students in grades 3-8 at Palm Pointe Educational Research School need additional focus on geometry and measurement, fractions, algebraic thinking and problem solving strategies. Students will develop higher order thinking skills and problem-solving skills to enhance mathematical proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>27% (259) students in grades 3-8 at Palm Pointe Educational Research School scored a level 4 or 5 on the 2012 Mathematics FCAT.</p>	<p>By June 2013, 32% (314) of the students in grades 3-8 at Palm Pointe Educational Research School will score a level 4 or 5 on the 2013 Mathematics FCAT.</p>				
		<p>2a.2.</p> <p>*A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2a.2.</p> <p>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2a.2.</p> <p>* District professional development team * Math coach * Administration * Teacher</p>	<p>2a.2.</p> <p>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>2a.2.</p> <p>* St. Lucie County framework * Administrative classroom</p>
	<p>2a.3</p> <p>*The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>2a.3</p> <p>* Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching</p>	<p>2a.3</p> <p>* District professional development team * Teachers * Instructional coaches * Administration</p>	<p>2a.3</p> <p>* Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>2a.3</p> <p>Student responses from t</p>	
	<p>2a.4</p> <p>*The area of deficiency is teacher understanding of extended thinking practices.</p>	<p>2a.4</p> <p>* FL Go Math Grab-N-Go, FL Math Connects Beyond Level and Chapter Projects and FL Algebra 1 Honors “Think</p>	<p>2a.4</p> <p>* Teachers * Instructional coaches * Administration</p>	<p>2a.4</p> <p>* Individual and collaborative review of student reflective logs</p>	<p>2a.4</p> <p>* Weekly assessments and CBM Benchmarks * Results from the 2013 * Results from Algebra 1</p>	

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

			About a Plan” enrichment materials will be utilized for differentiated instructional * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning			* Teacher assessment ide targeted goals.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1. Train teachers to effectively implement Access Points.	2b.1 Instructional staff will participate in department LC opportunities.	2b.1 District PD Team ESE Specialists Administrative Team	2b.1 Lesson Study observations and debriefing sessions	2b.1 Lesson Study Documentation and Reflection Tools FAA	
Mathematics Goal #2b: By June 2013, 36% (4) of students in grades 3-5 will score at a Level 7 on the FAA Math Test.	2012 Current Level of Performance:* 18% (2) of the students in grades 3-5 are proficient at level 7 on the FAA Math Test.	2013 Expected Level of Performance:* By June 2013, 36% (4) of students in grades 3-5 will score at a Level 7 on the FAA Math 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: learning communities, webinars, self-study, and peer support.	2a.2 * District professional development team * Math coaches * Administration * Teacher	2a.2. *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2a.2. * St. Lucie County frame * Administrative classroom
		2a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	2a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. *Instructional and peer coaching	2a.3. * District professional development team * Teachers * Instructional coaches * Administration	2a.3. *Administration observation of effective implementation with feedback * Individual and collaborative review of student work	2a.3. * Student responses from
		2a4. *The area of deficiency is teacher	2a4. * GoMath! Grab-N-Go and	2a4 * Teachers	2a4. * Individual and collaborative	2a4. * Weekly assessments an

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

		understanding of extended thinking practices.	Enrichment materials will be utilized for differentiated instructional * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	* Instructional coaches * Administration	review of student reflective logs	CBM Benchmarks * Results from the 2013 * Teacher assessment ide targeted goal-level 3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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. 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 Practices. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Math coach * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs	
Mathematics Goal #3a: Needs assessment 2012 FCAT data indicated that students in grades 3-8 at Palm Pointe Educational Research School need additional focus on geometry and measurement, fractions, algebraic thinking and problem solving strategies. Students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	71% (683) students in grades 3-8 at Palm Pointe Educational Research School made learning gains on 2012 Mathematics FCAT.	By June 2013, 76%(745) of students in grades 3-8 will make learning gains on the 2013 Mathematics FCAT.				
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.

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

<p>will develop higher order thinking skills and problem-solving skills to enhance mathematical proficiency.</p>		<p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>*District professional development team * Math coach * Administration *Teacher</p>	<p>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>* St. Lucie County framework * Administrative classroom</p>
		<p>3a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>3a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching</p>	<p>3a.3. * District professional development team * Teachers * Instructional coaches * Administration</p>	<p>3a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>3a.3. * Student responses from</p>
		<p>3a.4 *Teachers lack of use of manipulatives to demonstrate new concepts concretely.</p>	<p>3a.4 * GoMath! FL Math Connects, and Voyager Math core materials * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations</p>	<p>3a.4 * Teachers * Instructional coaches * Administration</p>	<p>3a.4 Individual and collaborative review of student reflective logs</p>	<p>3a.4 * Weekly assessments and CBM Benchmarks * Results from the 2013 1 * Teacher assessment identify targeted goals.</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>3b.1. Train teachers to effectively implement Access Points.</p>	<p>3b.1 Instructional staff will participate in department LC opportunities.</p>	<p>3b.1 District PD Team ESE Specialists Administrative Team</p>	<p>3b.1 Lesson Study observations and debriefing sessions</p>	<p>3b.1. Lesson Study Documentation and Reflection Tools FAA</p>
<p>Mathematics Goal #3b: By June of 2013, 45% (5) of the students in grades 3-8 will make learning gains on the 2012-2013 FAA Math Test.</p>	<p><u>2012 Current Level of Performance:*</u> 27% (3) of the students in grades 3-8 made learning gains on the FAA Math Test.</p>	<p><u>2013 Expected Level of Performance:*</u> By June of 2013, 45% (5) of the students in grades 3-8 will make learning gains on the 2012-2013 FAA Math Test.</p>			
		<p>3b.2. Due to the nature of the individual's disability, students are challenged to effectively communicate their thought processes through written and/or oral language.</p>	<p>3b.2. The students will be provided with research-based strategies and visual choices to support mathematical thinking to solve problems.</p>	<p>3b.2. ESE Specialists Administrative Team Teacher</p>	<p>3b.2. Students will provide a variety of visuals to support their thinking through problem solving of equations. Teacher generated tests Teacher observation Brigance Assessment FAA</p>
		<p>3b.3 Due to the nature of the individual's disability, students are challenged with processing and application of math concepts.</p>	<p>3b.3 Students must have continuous repetition/practice when learning math concepts.</p>	<p>3b.3 District PD Team ESE Specialists Administrative Team</p>	<p>3b.3 Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding. Teacher generated assess to levels of access points FAA Brigance Assessment</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>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 and Mathematical Practices. (full staff, grade levels,</p>	<p>4a.1. * District professional development team * Math coach * Administration</p>	<p>4a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.</p>	<p>4a.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>

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

		teams, etc.)				
<p>Mathematics Goal #4a: Needs assessment 2012 FCAT data indicated that students in grades 3-8 at Palm Pointe Educational Research School need additional focus on geometry and measurement, fractions, algebraic thinking and problem solving strategies. Students will develop higher order thinking skills and problem-solving skills to enhance mathematical proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>62% (246) students in grades 3-8 in the lowest 25% at Palm Pointe Educational Research School made learning gains on the 2012 Mathematics FCAT.</p>	<p>By June 2013, 67% (245) of the students in grades 3-8 in the lowest 25% at Palm Pointe Educational Research School will make learning gains on the 2013 Mathematics FCAT.</p>				
		<p>4a.2.</p> <p>*A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>4a.2.</p> <p>*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>4a.2.</p> <p>* District professional development team * Math coach * Administration</p>	<p>4a.2.</p> <p>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>4a.2.</p> <p>* St. Lucie County framework * Administrative classroom walkthroughs</p>
	<p>4a.3</p> <p>*The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>4a.3.</p> <p>* Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching</p>	<p>4a.3.</p> <p>* District professional development team * Instructional coaches * Administration</p>	<p>4a.3.</p> <p>* Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>4a.3.</p> <p>* Student responses from made performance tasks</p>	

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

		4a.4 *Students lack the foundation of number sense.	4a.4 * GoMath!, FL Math Connects and Voyager Math RtI Support * Think Central Strategic Intervention * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery	4a.4 * Teachers * Instructional coaches * Administration	4a.4 * Individual and collaborative review of student reflective logs	4a.4 * Weekly assessments and CBM Benchmarks * Results from the 2013 * Teacher assessment identified targeted goals.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1. Train teachers to effectively implement Access Points.	4b.1 Instructional staff will participate in department LC opportunities.	4b.1 District PD Team ESE Specialists Administrative Team	4b.1 Lesson Study observations and debriefing sessions	4b.1. Lesson Study Documentation and Reflection Tools FAA	
Mathematics Goal #4b: By June 2013 50% (1) students in grades 3-8 in the lowest 25% will make learning gains on FAA Mathematics test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	0% (0) students in grades 3-5 in the lowest 25% made learning gains on FAA Mathematics test.	By June 2013 50% (1) students in grades 3-5 in the lowest 25% will make learning gains on FAA Mathematics test.				
		4b.2 Limited abilities to apply basic facts and concepts provide processing challenges when problem solving.	4b.2. Students must have continuous repetition/practice when learning math concepts.	4b.2 Teacher ESE Specialist Administration	4b.2 Students will be provided fact lists reflecting facts that they will practice for continuous repetition to increase math fluency. Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts.	4b.2 Data Collection Teacher Observation FAA Brigance Assessment
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 78% of students in grades 3-8 tested on the 2010-2011 FCAT 2.0 were proficient in Math.</p>	<p>In June 2012, 80 % of grade 3-8 students will be proficient in Math increasing by 1.8 % from the previous year.</p>	<p>In June 2013, 82 % of grade 3-8 students will be proficient in Math increasing by 3.6 % from the baseline year.</p>	<p>In June 2014, 83 % of grade 3-8 students will be proficient in Math increasing by 5.4 % from the baseline year.</p>	<p>In June 2015, 85 % of grade 3-8 students will be proficient in Math increasing by 7.2 % from the baseline year.</p>	<p>In June 2016, 87 % of grade 3-8 students will be proficient in Math increasing by 9 % from the baseline year.</p>
<p><u>Mathematics Goal #5A:</u> By June 2013, 82% of grade 3-8 students will be proficient in Math increasing from the previous year by 1.8%.</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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1. 5B.1. Instructional staff will be provided professional development on Common Core Standards and Mathematical Practices. (full staff, grade levels, teams, etc.)</p>	<p>5B.1. * District professional development team * Math coach * Administration</p>	<p>5B.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding</p>	<p>5B.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>	
<p><u>Mathematics Goal #5B:</u></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

By June 2013, % of white students, % of Hispanic students, and % of black students will be proficient in Math on the 2013 FCAT 2.0 Mathematics assessment.	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
		5B.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5B.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	5B.2. * District professional development team * Math coach * Administration	5B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5B.2. * St. Lucie County framework * Administrative classroom
		5B.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5B.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	5B.3. * District professional development team * Instructional coaches * Administration	5B.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5B.3. * Student responses from
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5C.1. Instructional staff will be provided professional development on Common Core Standards and Mathematical Practices. (full staff, grade levels, teams, etc.)	5C.1. * District professional development team * Math coach * Administration	5C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5C.1. * St. Lucie County framework * Administrative classroom walkthroughs	

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

Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By June 2013, % of ELL students will make satisfactory progress on the 2013 FCAT 2.0 Mathematics assessment.	% of ELL students made satisfactory progress in math on the 2012 FCAT 2.0 Mathematics assessment	By June 2013, % of ELL students will make satisfactory progress on the 2013 FCAT 2.0 Mathematics assessment.				
		5C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5C.2. * District professional development team * Math coach * Administration	5C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.2. * St. Lucie County framework * Administrative classroom
		5C.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5C.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	5C.3. * District professional development team * Instructional coaches * Administration	5C.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5C.3. * Student responses from
	5C.4 Students come with limited academic language.	5C.4 Instructional staff will engage students in daily vocabulary activities.	5C.4 * Teachers * Instructional coaches	5C.4 Academic vocabulary used by students in written and oral responses.	5C.4 * Weekly assessments and CBM Benchmarks * Results from the 2013 targeted goals.	

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
<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.</p>	<p>5D.1. Instructional staff will be provided professional development on Common Core Standards and Mathematical Practices. (full staff, grade levels, teams, etc.)</p>	<p>5D.1. * District professional development team * Instructional coaches * Administration</p>	<p>5D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.</p>	<p>5D.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>
<p><u>Mathematics Goal #5D:</u> By June 2013, % of SWD students will make satisfactory progress on the 2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u> % SWD students made satisfactory progress on the 2012 FCAT 2.0 Mathematics assessment.</p>	<p><u>2013 Expected Level of Performance:*</u> By June 2013, % of SWD students will be proficient on the 2013 FCAT 2.0 Mathematics assessment.</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: learning communities, webinars, self-study, and peer support.</p>	<p>5D.2. * District professional development team * Math coach * Administration</p>	<p>5D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>

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

		5D.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5D.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching	5D.3. * District professional development team * Instructional coaches * Administration	5D.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5D.3. * Student responses from
		5D.4 Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems.	5D.4 Using research based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem-solving.	5D.4 * Teachers * Instructional coaches	5D.4 * Observation of student independently applying step-by-step problem solving	5D.4 * Weekly assessments and CBM Benchmarks * Results from the 2013 * Teacher assessment identify targeted goals.
		5D.4. Lack of appropriate supplementary materials to support ESE students in the general education classroom.	5D.4. Implementation & support in using specific supplemental materials designed to meet the needs of ESE students and IEP requirements	5D.4. ESE School Specialist	5D.4. Progress monitoring by IEP's and student achievement data	5D.4. IEP Student Achievement 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	5D.5. Meeting individual learning needs of ESE students	5D.5. To enhance instruction through an interactive curriculum to support visual and tactile learning needs.	5D.5. ESE School Specialist Administration	5D.5. Progress monitoring by IEP's and student achievement data/Classroom walkthroughs	5D.5. IEP Student Achievement data
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 and Mathematical Practices. (full staff, grade levels, teams, etc.)	5E.1. * District professional development team * Math coach * Administration	5E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflective of Common Core understanding.	5E.1. * St. Lucie County framework * Administrative classroom walkthroughs	
<u>Mathematics Goal #5E:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

By June 2013, % of economically disadvantaged students will make satisfactory progress in math on the 2013 FCAT 2.0 Mathematics assessment.	% of economically disadvantaged students made satisfactory progress in math on the 2012 FCAT 2.0 Mathematics assessment.	By June 2013, % of economically disadvantaged students will make satisfactory progress in math on the 2013 FCAT 2.0 Mathematics assessment.				
		<p>5E.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>5E.2</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>5E.2.</p> <p>* District professional development team * Math coaches * Administration</p>	<p>5E.2.</p> <p>* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>5E.2.</p> <p>* St. Lucie County framework * Administrative classroom</p>
		<p>5E.3</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>	<p>5E.3</p> <p>* Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. * Instructional and peer coaching</p>	<p>5E.3</p> <p>* District professional development team * Instructional coaches * Administration</p>	<p>5E.3</p> <p>* Administration observation of effective implementation with feedback * Individual and collaborative review of student work</p>	<p>5E.3</p> <p>* Student responses from</p>
		<p>5E.4</p> <p>Students lack the schema necessary to solve real-world problems.</p>	<p>5E.4</p> <p>Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations</p>	<p>5E.4</p> <p>* Teachers * Instructional Coaches</p>	<p>5E.4</p> <p>* Observation of appropriate use of vocabulary in student written and oral language.</p>	<p>5E.4</p> <p>* Weekly assessments and CBM Benchmarks * Results from the 2013 * Teacher assessment identified targeted goals.</p>

End of Mathematics Goals

(ALGEBRA GOALS ONLY)

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 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 Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	<u>Mathematics Goal #1:</u>	<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.
				1.3.	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 mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Mathematics Goal #2:</u>	<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 narrative for the goal in this box.</i>	<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
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
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <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>					
			3.2.	3.2.	3.2.	3.2.	3.2.
3.3.			3.3.	3.3.	3.3.	3.3.	
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

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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<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>					
			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				
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. (full staff, grade levels, teams, etc.)	1.1. * District professional development team * Instructional coaches * Administration * Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding	1.1. * St. Lucie County framework * Administrative classroom walkthroughs

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

<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 100% (43) students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.	100% (71) of the students enrolled in Algebra I were proficient at level 3 or above on the Algebra I EOC.	By June 2013, 100% (43) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	* District professional development team * Math coaches * Administration * Teacher	* Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	* St. Lucie County framework * Administrative classroom walkthroughs
1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	
According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting	Provide additional practice in solving and graphing quadratic equations that involve real world applications.	Administrators Math Coach Department head Teachers	* Individual and collaborative review of student work	* Individual and collaborative review of student work			

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

		Category 3- Rationals, Radicals, Quadratics, and Discrete Math.	Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.			
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. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Instructional coaches * Administration * Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
By June 2013, 82% of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2013 Algebra I EOC	77% (54/71) of the students enrolled in Algebra I are	By June 2013, 82% (35/43) of students enrolled in Algebra I will achieve Levels 4				

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

assessment.	proficient at Level 4 or 5 on the 2012 Algebra I EOC assessment.	or 5 on the 2013 Algebra I EOC assessment.						
			2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3A: <i>Enter narrative for the goal in this box.</i>								
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. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i> White: Black:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black:						

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

	Hispanic: Asian: American Indian:	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 Algebra.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra Goal #3C: <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>					
			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 Algebra.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra Goal #3D: <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</i>	<i>Enter numerical data for expected level of</i>					

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

	<i>performance in this box.</i>	<i>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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra Goal #3E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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 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

1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.				
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	N/A								
								1.2.	1.2.	1.2.	1.2.
								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.	2.1.	2.1.	2.1.	2.1.				
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>									
								2.2.	2.2.	2.2.	2.2.
								2.3.	2.3.	2.3.	2.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011										

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

<p><u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i></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>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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>	3B.1.	3B.1.	3B.1.	3B.1.
<p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>					
			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 Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <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.
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.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					

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

		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
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: Enter narrative for the goal in this box.	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.				
			3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

				meetings)		
Mathematical Practices/Routines/Common Core	K-8	Math Coach	All K-5 Teachers Middle School Math Teachers	Early Release Fall 2012, Spring 2013 2 meetings for 2012 -2013	Classroom observations Math Journals	Administration Math Coach
NCTM Conference Orlando, FL	K-8	Palm Pointe Math Committee	1 Teacher from K-2 1 Teacher from 3-5 1 Math Teacher from 6-8 Math Coach	October 2012	Present new learning, strategies, activities to staff	Math Coach
Math Data Meetings	K-2, 3-5, 6-8 Math	Math Coach	All K-2 Teachers All 3-5 Teachers 6-8 Math Teachers	After 2 nd Math Benchmark After 3 rd Math Benchmark	Revising instruction based on SLC Math Benchmark results.	Administration Math Coach

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
Using research based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement	Math manipulatives/hands on resources	Title I	\$2,643.00
	Replacement of consumable materials	P24	\$2,800
Increase student achievement/.enhance Instruction	Teacher and student consumable and instructional materials used to enhance instruction	1010	\$1,000
		P24	\$625.00
		IDEA	\$1,248.00
		Title I	1,644.00
			Subtotal: \$8316.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implementation of researched based technology enhancement program – V math live	Site based license	Title I	\$3000.00
			Subtotal: \$3,000.00
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Instructional staff will be provided professional development on Common Core Standards and Mathematical Practices. (full staff, grade levels, teams, etc.)	Substitutes	Title II	\$1,170.00
	Substitutes	Title I	\$405.00
Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	Substitutes	Title II	\$630.00
		Title I	\$3,645.00
In state conferences to support district, state, and national initiatives	Training fees/Travel	Title I	\$1,000.00
			Subtotal:\$6,850.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended Day Learning Opportunity	Evidence based learning materials/resources & Teacher stipends	Title I	\$10,262.00
			Subtotal:\$10,262.00
			Total:\$25,428.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement
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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	
<p>1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. Lack of multiple resources to meet the science NGSSS standards</p>	<p>1a.1. Provide common planning time for team collaboration on various instructional strategies.</p>	<p>1a.1. Grade Group Chair</p>	<p>1a.1. Team Meeting Data Elements</p>	<p>1a.1. Teacher Evaluation Framework</p>	
<p>Science Goal #1a: By June of 2013, 73% (221) of students in grade 5 and 8 will score at a Level 3 on the 2013 FCAT Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u> 68% (206) students achieved a Level 3 in science on the 2012 FCAT assessment.</p>	<p><u>2013 Expected Level of Performance:*</u> 73% (221) of students will achieve a Level 3 in science on the 2013 FCAT assessment.</p>				
		<p>1a.2. Time and funding for professional development</p>	<p>1a.2. Implement and train teachers on the 5e lesson model as the standard for science instruction.</p>	<p>1a.2. Science Committee/District</p>	<p>1a.2. Professional development surveys</p>	<p>1a.2. Teacher Evaluation Framework</p>
		<p>1a.3. Opportunities for students to express their learning in regards to science content</p>	<ul style="list-style-type: none"> ● 1a.3. ● Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, 	<ul style="list-style-type: none"> ● 1a.3. ● Science Teachers/Science Chair/Administration 	<ul style="list-style-type: none"> ● 1a.3. ● Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. ● Monitor the use of nonfiction writing (e.g., Power 	<p>1a.3.</p> <ul style="list-style-type: none"> ● Classroom Observations of student work during labs ● Writing prompts ● Benchmark Assessments ● Science Fair Projects

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

			<p>data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science.</p> <ul style="list-style-type: none"> • 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. • Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. 		<p>Writing/Lab Reports, Conclusion writing, Current Events, etc.)</p> <ul style="list-style-type: none"> • After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs. • Conduct mini-assessments and utilize results to drive instruction. • Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work. 	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<ul style="list-style-type: none"> Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. 			
		1a.4 Lack of focused and meaningful "hands-on" experiences for students	1a.4 Grades K-5 will have a weekly Science resource that will provide opportunities to explore these experiences. Grades 6-8 will have interactive lab experiences that will provide for these hands on opportunities	1a.4 Administration and Science teachers	1a.4 Lab reports, discussion, assessments and anecdotal records	1a.4 Ongoing teacher observation, mini assessments, quarterly benchmarks
		1a.5 Lack of instructional time on content to deepen knowledge	1a.5 Increase instructional time in classrooms to ensure content is covered appropriately	1a.5 * Administrators * Teachers * Instructional Coach	1a.5 * Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. * Adjustments to curriculum focus will be made as needed.	1a.5 * Weekly assessments and St. Lucie County Benchmarks, * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goals.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in department PLC opportunities	1b.1. District PD Team ESE Specialists Administrative Team	1b.1. Lesson Study observations and debriefing sessions	1b.1. Lesson Study Documentation and Reflection Tools FAA	

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

Science Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
By June of 2013, 57% (4) of students in grade 5 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.	28%(2) students achieved a Level 4, 5 or 6 in science on the 2011/2012 FAA assessment	57%(4) students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment.			
		Ib.2. Opportunities for students to learn the language of science	Ib.2. Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	Ib.2. Teacher Administration	Ib.2. Review FAA data and review data on teacher made tests
		Ib.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	Ib.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	Ib.3. Teacher Administration ESE Specialist	Ib.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.
					Ib.2. Teacher made assessments
					Ib.3. Curriculum based assessments, review of lesson plans, classroom observations
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Elementary Science Teachers do not have a depth of Science background knowledge.	2a.1. <ul style="list-style-type: none"> Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through 	2a.1. PLC Science Teacher Leaders	2a.1 PLC Meeting Data, Student Data from Formative Assessments	2a.1. Benchmark Science Assessments, FCAT

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

		<p>inquiry-based learning in Physical, Earth Space, and Life Sciences. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards.</p> <ul style="list-style-type: none"> • Use of Science Fusion and all included resources 				
<p>Science Goal #2a:</p> <p>By June of 2013, 27% (82) of students in grade 5 will score at a Level 4 or 5 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>23% (67) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.</p>	<p>27% (82) students will achieve a Level 4 or 5 in science on the 2012/2013 FCAT assessment.</p>				
		<p>2a.2. Students need to master informational reading and nonfiction writing.</p>	<p>2a.2. Infuse Science into the Literacy Block.</p>	<p>2a.2. Classroom Teachers</p>	<p>2a.2. Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.</p>	<p>2a.2. Writing Samples, FCAT Writing, Formative/Summative Assessments</p>
	<p>2a.3. Lack of focused and meaningful "hands-on" experiences for students</p>	<p>2a.3. Grades K-5 will have a weekly Science resource that will provide opportunities to explore these experiences. Grades 6-8 will have interactive lab experiences that will provide for these hands on opportunities</p>	<p>2a.3. Administration and Science teachers</p>	<p>2a.3. Lab reports, discussion, assessments and anecdotal records</p>	<p>2a.3. Ongoing teacher observation, mini assessments, quarterly benchmarks</p>	

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2b.1. Train teachers to effectively implement Access Points.</p>	<p>2b.1. Instructional staff will participate in department PLC opportunities</p>	<p>2.1. District PD Team ESE Specialists Administrative Team</p>	<p>2b.1. Lesson Study observations and debriefing sessions</p>	<p>2b.1. Lesson Study Documentation and Reflection Tools FAA</p>	
<p>Science Goal #2b: By June of 2013, 28% (2) of students in grade 5 will score at a Level 7 on the 2012-2013 FAA Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u> 14%(1) students achieved a Level 7 in science on the 2011/2012 FAA assessment.</p>	<p><u>2013 Expected Level of Performance:*</u> 28% (2) students will achieve a Level 7 in science on the 2012/2013 FAA assessment.</p>				
		<p>2b.2. Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment</p>	<p>2b.2. Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills</p>	<p>2b.2. Teachers Administrators ESE Specialist</p>	<p>2b.2 Review of individual students pre/post test data FAA</p>	<p>2b.2. Data collection sheets Teacher made assessments FAA Teacher observation using a rubric</p>
		<p>2b.3 Students have decoding challenges that will limit their processing and comprehension of Science information</p>	<p>2b.3 Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills</p>	<p>2b.3 Teachers Administrators ESE Specialist</p>	<p>2b.3 Review of individual students pre/post test data FAA</p>	<p>2b.3 Teacher made assessments FAA</p>

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.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			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.
Science Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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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
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Instructional modeling and coaching (Inquiry based models)	5th grade, 8th grade	Peggy Radtke	5th, 8th, grade	(3) Professional Development day	Initial PD, follow-up support from district consultant	Peggy Radtke, administration, team leaders
Data analysis	Grades K-8	Grade level team leaders	schoolwide	Monthly data meetings	Teachers will review their data in between meetings and provide results to administration	Principal and Assistant Principals

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
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.	Lab Materials/Resources	Title I	\$1,500.00
	Replacement of consumable materials	P24	\$1,180.00
Increase student achievement/.enhance Instruction	Teacher and student consumable and instructional materials used to enhance instruction	1010 P24	\$1,000 \$625.00
			Subtotal: \$4,305.00
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement and train teachers on the 5e lesson model as the standard for science instruction.	Substitutes Substitutes	Title II Title I	\$450.00 \$405.00
Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction/ Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	substitutes	Title II Title I	\$720.00 \$405.00
			Subtotal: \$1980.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Grades K-5 will have a weekly Science resource that will provide opportunities to explore these experiences. Grades 6-8 will have interactive lab experiences that will provide for these hands on opportunities	Resources teacher salary	Title I	\$49,078.94
Extended day learning opportunity	Evidence based learning materials/resources & Teacher stipends	Title I	\$1,898.00
			Subtotal:\$50,976.00
			Total:\$57,261.00

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement
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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
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal #1a: By June 2013, 90% (131) of the 4 th grade students will score proficient as measured by FCAT 2.0 Writing.	2012 Current Level of Performance: * In 2012, 90% (140) of 4 th grade students scored 3.0 or higher and 39%(61) scored a 4.0 or higher as measured by FCAT 2.0 Writing.	2013 Expected Level of Performance: * By June 2013, 90% (131) of the 4 th grade students will score proficient as measured by FCAT 2.0 Writing.	Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.	Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	CCSS Site-based Grade Level Representative Team Member and Assistant Principal	Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	SLC Framework documentation FCAT 2.0 Writing Assessment
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
			1a.4	1a.4	1a.4	1a.4	1a.4
			Students’ appropriate use of conventions of writing and use of details that include high levels of vocabulary	Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	Administrative Team	Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	SLC Framework documentation FCAT 2.0 Writing Assessment
			Appropriate implementation according to the research supporting Write From the Beginning in grades K-4	Conduct site based professional development followed by implementation in Write From the Beginning to promote common language and facilitate transition of skills as students move from k-4.	Literacy Coach, Dept Chairs, Assistant Principal	Administration observation of effective implementation with feedback	FCAT 2.0 Writing Assessment
			Providing differentiated instruction to meet individual students needs.	Implementation of research based technology enhanced program/Ticket to read/Implementation of Daily 5/Extended Day Learning	Literacy Coach Instructional Technology Instructor	Classroom Observations PD follow-up Lesson Plans	FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments

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

						Classroom Walkthroughs	
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
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS.	1a.1. Conduct site based professional development to deepen understanding of Writing curriculum and expectations.	1a.1. CCSS Site-based Grade Level/Department Representative Team Member (s), Literacy Coach and Assistant Principal	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.1. SLC Framework documentation FCAT 2.0 Writing Assessment
Writing Goal #1a: By June 2013, 90% (150) of 8 th grade students will score proficient as measured by FCAT 2.0 Writing.	2012 Current Level of Performance: * In 2012, 97% (161) of 8 th grade students scored 3.0 or higher and 76% (126) scored a 4.0 or higher on the FCAT Writing Assessment.	2013 Expected Level of Performance: * By June 2013, 90% (150) of 8 th grade students will score proficient as measured by the FCAT 2.0 Writing Assessment.	1a.2. Students’ appropriate use of conventions of writing and use of details that include high levels of vocabulary	1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.2. Administrative Team	1a.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.2. SLC Framework documentation FCAT 2.0 Writing Assessment
			1a.3. Appropriate implementation according to the research supporting Thinking Maps Response to Literature.	1a.3. Conduct site based professional development followed by implementation of Thinking Maps Response to Literature.	1a.3. Literacy Coach, Dept Chairs, Asst. Principal	1a.3. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 Administration observation of effective implementation with feedback	1a.3. SLC Framework documentation FCAT 2.0 Writing Assessment
			1a.4. Knowledge of the structure for teaching writing based on the schools established writing program for new staff members responsible for teaching writing	1a.4. Conduct site based professional development followed by implementation and co-teaching to model concepts/strategies for new staff in the Chris & Mary Lewis	Dept Chairs, Literacy Coach	Administration observation of effective implementation with feedback	SLC Framework documentation FCAT 2.0 Writing Assessment

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

			writing program.				
		1a.5 Providing differentiated instruction to meet individual students needs.	1a.5 Implementation of research based technology enhanced program/Ticket to read/Implementation of Daily 5/Extended Day Learning	1a.5 Literacy Coach Instructional Technology Instructor	1a.5 Classroom Observations PD follow-up Lesson Plans	1a.5 FCAT SLC benchmark assessments Easy CBM benchmarks Classroom based assessments Classroom Walkthroughs	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Students' appropriate determination of writing structure	1b.1. Incorporate read-alouds into lesson design to support guided writing practice.	1b.1. Administrative Team Literacy Coach ESE Chair Teacher	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 SLC Framework documentation	
Writing Goal #1b: By June of 2013, 50% (1) of student will score at 4 or higher on the Florida Alternate Assessment for Writing in Grade 4.	2012 Current Level of Performance: * In 2012, 50% (2) of students scored at 4.0 or higher on the Florida Alternate Assessment for Writing in Grade 4.	2013 Expected Level of Performance: * By June of 2013, 50% (1) of students will score at 4 or higher on the Florida Alternate Assessment for Writing in Grade 4.					
				1b.2. Students' ability to sequence appropriately	1b.2. Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially.	1b.2 Administrative Team Literacy Coach ESE Chair Teacher.	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 SLC Framework documentation
				1b.3. Students' ability to identify main idea and details within a paragraph.	1b.3. Using sentence strips, students will practice sorting main idea and details into paragraphs.	1b.3. Administrative Team Literacy Coach ESE Chair Teacher	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 SLC Framework documentation

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	Gr 4 & Middle school Language Arts	Grade Level CCSS Rep.	Classroom Teachers	Ongoing, during planning periods	Classroom Observation and Feedback	Administrative Team
Write From the Beginning	3 rd & 4 th	Literacy Coach	Grade level	1 day, substitutes, within 1 st Qtr	Classroom Observation and Feedback	Administrative Team
Thinking Maps Response to Literature	K-8	TM Trainers	K-8	Complete within 1 st Qtr-Fall PD Day	Classroom Observation and Feedback	Administrative Team
Chris & Mary Lewis Writing	4, 7, 8 th gr	Dept Chairs	New teachers in 4 th or Middle School Language arts	1 day, substitutes, within 1 st Qtr	Classroom Observation and Feedback	Administrative Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase student achievement/.enhance Instruction	Teacher and student consumable and instructional materials used to enhance instruction	1010 P24	\$1,000 \$625.00
			Subtotal:\$1,625.00
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
Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.	Substitutes	Title II	\$450.00
Conduct site based professional development followed by implementation in Write From the Beginning to promote common language and facilitate transition of skills as students move from k-4.	Substitutes	Title II	\$720.00
Conduct site based professional development followed by implementation and co-teaching to model concepts/strategies for new staff in the Chris & Mary Lewis writing program.	Substitutes	Title I	\$810.00
			Subtotal:\$1,980.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended day Learning opportunity	Evidence based learning materials/resources & Teacher stipends	Title I	\$2,438.00
			Subtotal:\$2,438.00
			Total:\$6,043.00

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.	1.1.
<u>CivicsGoal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Student reading ability	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. Provide activities that allow students to interpret primary and	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	Pre and interim assessments SLC Civics final exam SLC Framework. FCAT reading.
By the end of the year, 70% of students (114) will score 70% or higher on the Civics SLC final exam.	Currently, 60% (98) students at PPE scored proficient on the SLC End of	By the end of the year, 70% of students (114) will score 70% or higher on the Civics SLC final					

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

	<p>Course test for Civics <i>(data not broken down into levels)</i></p>	<p>exam.</p>				<p>secondary sources of information.</p> <p>Provide opportunities for students to examine opposing points of view on a variety of issues.</p> <p>Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.</p> <p>Provide opportunities for students to participate in project-based learning activities, including Project Citizen.</p>	
		<p>1.2. Teachers' effective use of instructional strategies</p>	<p>1.2 All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>Emphasis on appropriate elements from DQ1, DQ2 and DQ3.</p> <p>Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.</p> <p>Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.</p>	<p>1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.2. Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County framework</p> <p>Administrative/teacher conferencing</p>	<p>1.2. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.</p>	

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

			1.3. Student background knowledge	1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ2 Elements 6, 8, 12, and 15 for teachers to establish background knowledge. In the long-term, have teachers in grades 3-5, utilize District-recommended lesson plans with assessments aligned to identified Civics benchmarks to maximize opportunities for students to master content.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. SLC Civics final exam data. SLC Framework.
			1.4. Students have limited understanding of civic engagement.	1.4. Students will participate in the research-based program "Project Citizen." Emphasis will be on an in-depth understanding of citizen engagement in a public policy issue. DQ4 Elements 21, 22, and 23.	1.4. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.4. School and district assessments will be administered to monitor student progress along with evaluation of the Project Citizen portfolio as determined by use of the common rubric.	1.4. Pre and interim assessments SLC Civics final exam SLC Framework. Individual class Project Citizen Portfolio including 5-step process and student writing samples.
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 Civics.			2.1. Student motivation and seeing course content as relevant.	2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.	2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. DQ5 Elements 25, 29, and	2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus. Provide opportunities for students to write to inform and to	2.1. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples
<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By the end of the year, 35% of students (58) will score 70% or higher on the Civics SLC final	Currently, 60% (98) students at	By the end of the year, 65% (105) of					

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

exam.	PPE scored proficient on the SLC End of Course test for Civics	students will score 70% or higher on the Civics SLC final exam.				32.	persuade. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics 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
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade level	August 29	Learning goals/scales	Administration
Grades 3-5 Civics Benchmarks	Grades 3-5 and 7	Grade/Dept. Chair	Grade level	August 29	Learning goals/scales	Administration

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)

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

Strategy	Description of Resources	Funding Source	Amount
Civics DBQ/CIS	Class set of materials and teacher resources	P24	\$1300.00
			Subtotal:\$1,300.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1,300.00

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.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

N/A							
			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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History 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

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

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

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:

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 School's daily start and end times could conflict with student personal appointments and	1.1. Provide increased communication to parents about the need for consistent	1.1. Attendance Clerk/Attendance Committee Teachers	1.1. Daily attendance records.	1.1. Skyward and Connect-Ed.

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

			parental related needs. Transportation could hinder daily attendance.	attendance at school. Recognize students for perfect attendance during award ceremonies quarterly. Develop or Review school wide policy with teachers for notifying parents of absences. Regular convening of Attendance Committee.	Counselors		
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Palm Pointe will decrease the amount of unexcused absences and tardies by 1% for the 2012-2013 school year.	95% (1405 students)	96% (1414 students)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	118	110					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	196	180					
				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

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

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
			Subtotal:
			Total:

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension									
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.					
Suspension Goal #1: The suspension goal for the 2012-13 S.Y. shall be to decrease the number of in-school and out-school suspensions by 10% in each targeted sub-group by June 2013 (i.e. male, female, students w/ disabilities & grades 6-8 students).	2012 Total Number of In-School Suspensions 436	2013 Expected Number of In-School Suspensions 393	Inconsistency in the amount of reinforcement for positive student behavior.	Provide more incentives through school-based Positive Behavior Supports to recognize and reward positive conformity on SCLSB Code of Student Conduct.	Administrative, Deans Department, Guidance Department, PBS Core team	Monthly monitoring of behavior incident reports (B.I.R.) & referrals. Student surveys	School-wide SWIS reports from Skyward					
	2012 Total Number of Students Suspended In-School 134	2013 Expected Number of Students Suspended In-School 121										
	2012 Number of Out-of-School Suspensions 75	2013 Expected Number of Out-of-School Suspensions 67										
	2012 Total Number of Students Suspended Out-of-School 43	2013 Expected Number of Students Suspended Out-of-School 39										
								1.2.	1.2.	1.2.	1.2.	1.2.
								Inconsistency in the amount of reinforcement for positive student	Deans and/or Guidance Counselors will make contact with parents or students who have	Deans/Counselor	Monitor parent contact log for evidence of communication with parents of students who	Parent Contact Log, Parent sign in/out log.

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

		behavior.	been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the school SLC/FAU Student Code of Conduct.		have been placed on in/out of school suspension.	
		1.3. Limited knowledge of Bullying and lack of a consistent educational approach	1.3. Implementation of Bullying Educational Program to consistently educate students	1.3. Deans/Counselor	1.3. Monitoring of complaint forms Climate survey	1.3. Climate survey

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
PBS	K-8	PBS Core Team	All Faculty and Staff	8/14/2012 (ongoing)	Monthly PBS meeting to monitor referrals and BIR's	Dean Pierre/Estrada
RTI-B	K-8	PBS Core Team	All Faculty and Staff	8/14/2012 (ongoing)	PST/RTI meetings	PST Team

Suspension Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Bullying Educational Program to consistently educate students	Townson press Bullying Curriculum	P24	\$500.00

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

				Subtotal:\$500.00
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
PBS Incentive Program	Various Rewards	School PBS Fundraiser	1,700.00	
		PTO	\$500.00	
				Subtotal:\$2,200.00
				Total:\$2,700.00

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)).

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 Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.

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

<i>Enter narrative for the goal in this box.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
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:
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 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 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

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

1. Parent Involvement		1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>						
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>				
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Parent Involvement 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

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
Provide materials to support students' learning at home	Books and related instructional materials	Title I	\$968.00

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

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

Subtotal:\$968.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide learning opportunities for parents to enhance students achievement at home	Teacher Stipends	Title I	\$3,122.00
Subtotal:\$3,122.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase attendance at school-wide events	Food	Title I	\$968.00
Subtotal:\$1,000.00			
Total: \$5,090.00			

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 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: Based on schoolwide data, out of 496 Middle School students, there are 25% (125) students currently enrolled in elective programs supports stem initiatives.	1.1. Utilization and exposure of students to programs restricts the creativity of interest in STEM efforts	1.1. To incorporate supportive resources that enhance the interest of middle school students to enroll in the efforts of Science, Technology, Engineering and Math	1.1. Elective teachers Administration Instructional Coaches	1.1. Lesson Plans Walk throughs Elective selection	1.1. Administration
	1.2. Exposure to real world experiences in the areas of Science, Technology, Engineering and Math	1.2. To provide opportunities for students to experience community visits from STEM facilities	1.2. Elective teachers Administration Instructional Coaches	1.2. Lesson Plans Walk throughs Elective selection	1.2. Administration
	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

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:
			Total:

End of STEM Goal(s)

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

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				
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
<p><u>CTE Goal #1:</u></p> <p>CTE (Enrichment) teachers will establish baseline data from 2011-2012 academic school year from SAFE Exams. CTE teachers will maintain their individual proficiency rates the first year (2012-2013) then raise proficiency rate a minimum of 2% (2013-2014)</p>	<p>1.1.</p> <p>Flawed incomplete or inaccurate initial SAFE exams (requiring revision). May skew baseline data if changes are made in the future.</p>	<p>1.1.</p> <p>Each CTE teacher will be responsible for the establishment, tracking and evaluation of their class data.</p>	<p>1.1.</p> <p>Team Leaders, Guidance, Deans and annual evaluation supervisor</p>	<p>1.1.</p> <p>Teachers will be responsible for reporting data during their annual evaluation process</p>	<p>1.1.</p> <p>SAFE Exam baseline data and subsequent data reported with annual goals.</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>

CTE Professional Development

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

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
SAFE Exam Baseline data collection	6-8	Team Leaders	CTE Teachers	Planning time (bi-weekly) PD days(if necessary)	Evaluation of baseline data (2011-2012) Comparison data to (2012-2013)	Individual PD monitoring/Team Leader

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
			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 CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	<ul style="list-style-type: none"> Increased rigor on State mandated assessments Increased State, District and National initiatives/mandates/standards 	<ul style="list-style-type: none"> Increase support personnel to support teacher development, quality instruction and student achievement Provide opportunities to model effective instructional strategies and routines Increased technology 	Administration Leadership Team	Student Achievement data SLC Instructional Evaluation	Student Achievement data SLC Instructional Evaluation
Maintain or Increase high levels of proficiency in all content areas.	Schoolwide Profieiceny levels in Reading (72%), Math	By June 2013, Palm Pointe will maintain or increase each of these content areas by 3%					

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

	(69%), Writing (93%) and Science (69%), based on 2012 FCAT 2.0 data.						
					that enhances classroom instruction and increases student engagement		
					<ul style="list-style-type: none"> Analyze data and assisting and supporting teachers and planning for instructional purposes 		
		1.2.	1.2.	1.2.	<ul style="list-style-type: none"> Provide small 	1.2.	1.2.
		1.3.	1.3.	1.3.		1.3.	1.3.
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	
2. Additional Goal		2.1.	2.1.	2.1.	2.1.	2.1.	
<u>Additional Goal #2:</u>		<ul style="list-style-type: none"> Lack of University campus in Port St. Lucie Distance to University in 	<ul style="list-style-type: none"> Strengthen the connections between the University's Research Staff 	Administration, Research Committee, FAUS & COE Research Committee	Student Achievement Data	<ul style="list-style-type: none"> Completion of IRB Published Research Participation in SLC and FAU's Research Showcase 	

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

<p>Improve the capacity of Palm Pointe as a research site for colleges and departments in the University, the public schools and the private sector in order to align and enhance the implementation of Palm Pointe's research mission.</p>	<p>Boca</p> <ul style="list-style-type: none"> • Lack of knowledge in implementation of action research • Lack of funding and time for staff to participate in necessary training 	<p>and Palm Pointe's instructional staff</p> <ul style="list-style-type: none"> • Re-implement the FAU Research Showcase and increase the participation of Palm Pointe's instructional staff • Participation in monthly Research meetings • Increase the number of SLCSB Action Research participants 			

Additional Goals Professional Development

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

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

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
<ul style="list-style-type: none"> ● Increase support personnel to support teacher development, quality instruction and student achievement ● Provide opportunities to model effective instructional strategies and routines ● Increased technology that enhances classroom instruction and increases student engagement ● Analyze data and assisting and supporting teachers and planning for instructional purposes ● Provide small group differentiated instruction to support student 	Math Coach Salary Instructional Coach Salary Instructional Technology instructor salary Intervention paraprofessional salary	Title I	\$224,141.00

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

achievement Initiate Problem Solving collaborative planning meetings that support the MTSS			
			Subtotal:\$224,141.00
			Total:\$224,141.00

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$43,036.00
Mathematics Budget	Total:\$25,428.00
Science Budget	Total: \$57,261.00
Writing Budget	Total: \$6043.00
Attendance Budget	
Civics Budget	Total:\$1,300.00
Suspension Budget	Total:\$2,700.00
Dropout Prevention Budget	Total:

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

Parent Involvement Budget	Total:\$5,090.00
Additional Goals	Total:\$224,141.00
	Grand Total:\$364,999.00

eva

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"/>
<input type="checkbox"/>	Focus	<input type="checkbox"/>
<input type="checkbox"/>	Prevent	<input type="checkbox"/>

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

The School Advisory Council will determine it's membership for the year, searching for and encouraging all stakeholders to be part of the membership. Activities that the School Advisory Council plans to undertake this year include: Providing input on the Parent/School Compact, assisting with the dissemination of assessment data and make recommendations on the next steps for the school and its stakeholders. The Council will review and adopt the Parent Involvement and district "happenings". Finally, the School Advisory Council membership will review the current year's School Improvement Plan and provide input about the plan.

Describe the projected use of SAC funds.	Amount