

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Forest Grove Middle School	District Name: St. Lucie
Principal: Terrance M. Davis	Superintendent: Michael Lannon
SAC Chair: Katina Barriner	Date of School Board Approval: October 9, 2012

Student Achievement Data and Reference Materials:

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 .)

[High School Feedback Report](#)

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

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	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	Terrance M. Davis	B.A./Spanish; M.S/ Educational Leadership; Certification: School Principal (All Levels), Spanish K-12, ESOL Endorsement	1	15	Royal Palm Beach High School 1999 (A.P.)- C; St. Lucie West Centennial High School, 2000-2003 (A.P.)- C; Fort Pierce Central High School (A.P.); 2004- D; 2005- C; Port St. Lucie High School (Principal) 2006-C, 2007-C, 2008-C, 2009-D, 2010-C. Forest Grove Middle School (Principal) 2012-C.

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Assistant Principal	Latasha Scurry	B.S./Business Education, M. S./Educational Media, Ed.S./Educational Leadership. Certification: Educational Leadership (All Levels), Educational Media Specialist (pre-K- 12), Business Education (6-12).	0	6	Port St. Lucie Elementary 2007- B, 2008, A, 2009, A, Northport K-8 School, 2010, B; Treasure Coast High School, 2011, B; 2012, TBA.
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (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)
Reading	Suzan Eshleman	M.S., Educational Leadership; B.A. Elementary Education; B.S. Business Administration. Certification: Educational Leadership; Elementary Education; ESOL Endorsement; Prekindergarten/Primary Education, Reading Endorsement	1	10	Forest Grove Middle School: 2011-2012 School Grade = B, 505 Westgate K-8 School: 2006-07 School grade = B, 502 points 2007-08 School Grade = A, 544 points 2008-2009 School Grade = A, 568 points 2009-210 School Grade = A, 559 points 2010-2011 School Grade= A, 576 points School has not met AYP 4 years (Prevent II)

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Attend Great Florida Teach-In, June 2012	Assistant Principal	June 2012
2. Induct and mentor new teachers to the school	Lead Teachers	Ongoing throughout the school year
3. Assign mentors to new teachers in alignment with district SHINE program	Assistant Principal	August 2012

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
59	16.95 (10)	10.17 (6)	30.51 (8)	42.37 (25)	35.59 (21)		20.34 (12)	1.69 (1)	32.20 (19)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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James Walukiewicz	Janys Chim	Certification	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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Melodee Hickman	Christine Ford	Certification	<ul style="list-style-type: none">• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.• Attend 3 District Cohort meetings to obtain needed professional development.• Utilize release time for teacher observations.• One-on-one support and coaching provided by mentor and district liaison.• Complete Pinpoint Content to deepen knowledge on district initiatives.• Observe a highly effective teacher.• Complete and document target skills/activities on log.
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Terrance Barriner	Timothy Goble	Certification	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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<p>Andrea Anicito</p>	<p>Angelia Kasser</p>	<p>Certification</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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<p>Kimberly Sternfels</p>	<p>Erkika Macedo</p>	<p>Certification</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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<p>Kimberly Kwasneski</p>	<p>Summer Nichols</p>	<p>Certification</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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<p>Ellen Mora</p>	<p>Caitlin Uzar</p>	<p>Certification</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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<p>Danielle James</p>	<p>Colleen Wilson</p>	<p>Certification</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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TBA	Laura Leister		<ul style="list-style-type: none">• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.• Attend 3 District Cohort meetings to obtain needed professional development.• Utilize release time for teacher observations.• One-on-one support and coaching provided by mentor and district liaison.• Complete Pinpoint Content to deepen knowledge on district initiatives.• Observe a highly effective teacher.• Complete and document target skills/activities on log.
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TBA/ESE	TBA		<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant Students will be identified and monitored for success by a part-time Migrant Advocate assigned by the school district. This person will liase with school administration and guidance staff to provide support when needed.

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Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Information will be provided to parents by the district regarding the SAI provider fair.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Guidance Counselor, Dean/PBS Coach, Literacy Coach, ESE Specialist.
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? Scheduled meetings address data and the implications the data presents for interventions based on student needs.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Review of data and implementation/measurement of the results of research-based strategies.
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 Sources: Skyward, Performance Matters.
Describe the plan to train staff on MTSS. Staff was trained on RTI last year; this will be updated to include MTSS this year.
Describe the plan to support MTSS. PBS will be a key part of the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Suzan Eshleman, Charlene Carter, John Cartwright, Christine Ford, Ellen Mora, Earliene Smith, Caitlin Uzar, Melodee Hickman, Stephanie Agins, Laura Leister, and various other teachers as they volunteer for the committee functions.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The purpose of the LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Team members must see themselves as a force for change, and what is best for student achievement must be at the forefront of all conversations. The team must be able to report findings and seek possible solutions through the knowledge of various literacy links: IRA, NGSSS, CCSS, NCTE, and the District's K-12 Comprehensive-Research-Based Reading Plan. The LLT team will be the management system designed to encourage and sustain a literacy climate which supports effective teaching and learning. The mission of the team will be to improve Forest Grove's literacy program to increase student achievement.
What will be the major initiatives of the LLT this year? Support of the Media Specialist in promoting and increasing book circulation; Parent Night with a special emphasis on reading strategies; management and motivation of the Reading Counts school-wide program, and student reward events; organization and participation in the Battle of the Books event; support of the student book club, etc

Public School Choice

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

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

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****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.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Teachers at Forest Grove will meet periodically to discuss curriculum content in cross grade level articulations. Reading and Language Art teachers will present areas of strengths and opportunities for improvement. Every teacher will reinforce reading and writing across all content areas as the strategies of Close Reading, Comprehension Instructional Sequence, and High Yield Strategies (Hattie) are studied and implemented.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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

Postsecondary Transition

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

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

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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		

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Teachers varying degrees of awareness and understanding of the Common Core State Standards.</p>	<p>1a.1. Engage all teachers in ongoing Professional Development activities that develop awareness of Common Core State Standards, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process.</p>	<p>1a.1. Principal, Assistant Principal, Literacy Coach, Members of the Common Core State Standard school leadership team.</p>	<p>1a.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.</p>	<p>1a.1. Results of common formative assessments, Benchmark tests, and FCAT 2.0.</p>		
<p>Reading Goal #1 a:</p> <p>On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to XX% (XXX).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>47% (XXX) of students scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 assessment.</p>	<p>On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 52% (XXX).</p>					

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		1a.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).	1a.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction	1a.2. Principal, Assistant Principal, Literacy Coach	1a.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	1a.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.	
		1a.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	1a.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning (Comprehension Instructional Sequence).	1a.3. Principal, Assistant Principal, Literacy Coach	1a.3. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	1a.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in department Learning Community opportunities as available.	1b.1. District PD Team ESE Specialists Administrative Team	1b.1. Lesson Study observations and debriefing sessions Professional Development Surveys	1b.1. Lesson study documentation and reflection tools.		
Reading Goal #1b: By June 2013, 15% (2) of students will maintain a score at a level 4, 5, or 6 on the FAA Reading test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	8% (1) of the students are proficient at level 4, 5, or 6 on the FAA Reading test.	By June 2013, 15% (2) of students will maintain a score at a Level 4, 5, or 6 on the FAA Reading test.					
		1b.2. Writing with increased rigor as defined by the CCSS requires students to read critically. Critical reading is a sophisticated literacy skill. Training teachers to implement increased rigor in reading and writing.	1b.2. Implement more non-fiction writing based on critical analysis across the curriculum. Engage all teachers in ongoing professional development activities that develop and enhance skills in increasing the amount of quality writing in their classrooms.	1b.2. Principal, Assistant Principal, Literacy Coach, District PD team	1b.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	1b.2. Teacher generated assessment based on IEP goals. School wide writing assessments.	
		1b.3. Motivating students to engage in reading as a preferred activity.	1b.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	1b.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	1b.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	1b.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Teachers varying degrees of awareness and understanding of the Common Core State Standards.</p>	<p>2a.1. Engage all teachers in ongoing PD activities that develop awareness of CCSS, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process.</p>	<p>2a.1. Principal, Assistant Principal, Literacy Coach, Members of the Common Core State Standard school leadership team.</p>	<p>2a.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.</p>	<p>2a.1. Results of common formative assessments, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal #2a:</u> On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at levels 4 and 5 will increase to XX% (XXX).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>On the 2012 FCAT 2.0 assessment, XX% (XXX) of students scored at levels 4 and 5 in reading.</p>	<p>On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at levels 4 and 5 will increase to XX% (XXX).</p>					

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		2a.2. Motivating students to engage in reading as a preferred activity.	2a.2. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	2a.2. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	2a.2. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	2a.2. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.	
		2a.3. Writing with increased rigor as defined by the CCSS requires students to read critically. Critical reading is a sophisticated literacy skill. Training teachers to implement increased rigor in reading and writing.	2a.3. Implement more non-fiction writing based on critical analysis across the curriculum. Engage all teachers in ongoing professional development activities that develop and enhance skills in increasing the amount of quality writing in their classrooms.	2a.3. Principal, Assistant Principal, Literacy Coach, District PD team	2a.3. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	2a.3. Teacher generated assessment based on IEP goals. School wide writing assessments.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Train teachers to effectively implement Access Points.	2b.1. Instructional staff will participate in department Learning Community opportunities as available.	2b.1. District PD Team ESE Specialists Administrative Team	2b.1. Lesson Study observations and debriefing sessions Professional Development Surveys	2b.1. Lesson study documentation and reflection tools.		
Reading Goal #2b:	2012 Current	2013 Expected					
By June 2013, 92% (12) of students will score at a level 7 on the FAA Reading test.	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	92% (12) of the students are proficient at level 7 on the FAA Reading test.	By June 2013, 86% (12) of students will score at a level 7 on the FAA Reading test.					

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		2b.2. Writing with increased rigor as defined by the CCSS requires students to read critically. Critical reading is a sophisticated literacy skill. Training teachers to implement increased rigor in reading and writing.	2b.2. Implement more non-fiction writing based on critical analysis across the curriculum. Engage all teachers in ongoing professional development activities that develop and enhance skills in increasing the amount of quality writing in their classrooms.	2b.2. Principal, Assistant Principal, Literacy Coach, District PD team	2b.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	2b.2. Teacher generated assessment based on IEP goals. School wide writing assessments.	
		2b.3. Motivating students to engage in reading as a preferred activity.	2b.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	2b.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	2b.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	2b.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Common Core State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.</p>	<p>3a.1. Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.</p>	<p>3a.1. Literacy Coach, Assistant Principal, Principal, District PD team</p>	<p>3a.1. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>3a.1. SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal #3a:</u> By June of 2013, XX% (XXX) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57% (XXX) of the students made learning gains on the 2011-2012 FCAT 2.0 Reading test.</p>	<p>By June of 2013, 62% (XXX) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading test.</p>					

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		3a.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).	3a.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction	3a.2. Principal, Assistant Principal, Literacy Coach	3a.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	3a.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.	
		3a.3. Motivating students to engage in reading as a preferred activity.	3a.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	3a.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	3a.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	3a.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.	
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 Learning Community opportunities as available.	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: By June of 2013, 80% (8) of the students will make learning gains on the 2012-2013 FAA Reading test.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	70% 75) of the students made learning gains on the 2011-2012 FAA Reading test.	By June of 2013, 80% (8) of the students will make learning gains on the 2012-2013 FAA Reading test.					
		3b.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).	3b.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction	3b.2. Principal, Assistant Principal, Literacy Coach	3b.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	3b.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.	
		3b.3. Motivating students to engage in reading as a preferred activity.	3b.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	3b.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	3b.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	3b.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Common Core State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.</p>	<p>4a.1. Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.</p>	<p>4a.1. Literacy Coach, Assistant Principal, Principal, District PD team</p>	<p>4a.1. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>4a.1. SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal #4a:</u> By June 2013 62% (XXX) of students in the lowest 25% will make learning gains on FCAT 2.0 Reading test.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>57% (XXX) of students in the lowest 25% made learning gains on the 2011-12 FCAT 2.0 Reading test.</p>	<p>By June 2013 62% (XXX) of students in the lowest 25% will make learning gains on FCAT 2.0 Reading test.</p>					
		<p>4a.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).</p>	<p>4a.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction</p>	<p>4a.2. Principal, Assistant Principal, Literacy Coach</p>	<p>4a.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>4a.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.</p>	

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		4a.3. Motivating students to engage in reading as a preferred activity.	4a.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	4a.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	4a.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	4a.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. Students are performing at one or more grade levels below 3 rd grade, which requires support in phonic and phonemic awareness skills.	4b.1. Teacher will provide access to low & high tech assistive technology for support to provide differentiated instruction as written in the IEP; supporting the student through Access Points.	4b.1. Teacher, ESE Specialist, AT Specialist (as deemed necessary by the EIP team), Administration	4b.1. The teacher will differentiate instruction by providing daily opportunities for identified students to utilize the assistive technology to increase understanding of effective use of phonemic awareness and phonics.	4b.1. Teacher observation Data collected from the use of Assistive Technology FAA		
Reading Goal #4b:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June 2013 57% (8) of students in the lowest 25% will make learning gains on FAA Reading.							
	36% (5) of students in the lowest 25% made learning gains on the FAA Reading test.	By June 2013 57% (8) students in the lowest 25% will make learning gains on FAA Reading.					

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		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, photographs and symbols paired with words to accommodate the individual's identified disabilities.	4b.2. Teacher, ESE Specialist, and 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 FAA	
		4b.3 Due to the severity of an individual student's disability, identifying basic sight words provide processing challenges within text.	4b.3. Students must have continuous repetition and practice when learning reading concepts.	4b.3. Teacher, ESE Specialist, and 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 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 years the school will reduce their achievement gap by 50%.	Baseline data 2010-2011 59% of students were proficient on the 2010-11 FCAT Reading Assessment.	In June 2012, 47% of students were proficient in reading; increasing from the previous year by 3.42%.	By June 2013, 56% of students will be proficient in reading; increasing from the previous year by 3.42%.	By June 2014, 60% of students will be proficient in reading; increasing from the previous year by 3.42%.	By June 2015, 65% of students will be proficient in reading; increasing from the previous year by 3.42%.	By June 2016, 69% of students will be proficient in reading; increasing from the previous year by 3.42%.	By June 2017, 74% of students will be proficient in reading; increasing from the previous year by 3.42%.

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<p><u>Reading Goal</u> <u>#5A:</u> By June 2013, 56% (XXX) students will achieve a Level 3 or higher on the FCAT 2.0 Reading portion.</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 reading.</p>	<p>5b.1. Common Core State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.</p>	<p>5b.1. Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.</p>	<p>5b.1. Literacy Coach, Assistant Principal, Principal, District PD team</p>	<p>5b.1. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>5b.1. SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal</u> <u>#5B:</u> On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to XX% (XXX).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
	5b.2.	5b.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).	5b.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction	5b.2. Principal, Assistant Principal, Literacy Coach	5b.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	5.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.	
		5b.3. Motivating students to engage in reading as a preferred activity.	5b.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals	5b.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	5b.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	5B.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5c.1 Common Core State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.</p>	<p>5c.1 Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.</p>	<p>5c.1 Literacy Coach, Assistant Principal, Principal, District PD team</p>	<p>5c.1 Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>5c.1 SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>5c.2.</p>	<p>5c.2 Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).</p>	<p>5c.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction</p>	<p>5c.2. Principal, Assistant Principal, Literacy Coach</p>	<p>5c.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>5C.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.</p>	

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		5c.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	5c.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	5c.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	5c.3. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices	5C.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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 State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.	5D.1. Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.	5D.1. Literacy Coach, Assistant Principal, Principal, District PD team	5D.1. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	5D.1. SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5D.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).	5D.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction	5D.2. Principal, Assistant Principal, Literacy Coach	5D.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.	5D.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.	
		5D.3. Motivating students to engage in reading as a preferred activity.	5D.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	5D.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	5D.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	5D.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and 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		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Common Core State Standards present new learning for instructional staff. In order to implement with fidelity, teachers must have an understanding of each standard.</p>	<p>5E.1 Instructional staff will be provided PD in College and Career Readiness Anchor Standards for reading and text complexity.</p>	<p>5E.1. Literacy Coach, Assistant Principal, Principal, District PD team</p>	<p>5E.1. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>5E.1. SLC Framework. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.</p>		
<p><u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>5E.2. Teachers continuously developing skills in implementing quality instruction as defined by the SLC Framework, the 90/90/90 Strategies (Reeves), and High Yield Strategies (Hattie).</p>	<p>5E.2. Engage all teachers in ongoing professional development activities that develop and enhance skills in quality instruction</p>	<p>5E.2. Principal, Assistant Principal, Literacy Coach</p>	<p>5E.2. Data from classroom observations using the SLC Framework. Classroom walkthroughs, ongoing classroom assessments, data analysis of student performance, and consultation with the literacy coach for instructional practices.</p>	<p>5E.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.</p>	

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		SE.3. Motivating students to engage in reading as a preferred activity.	SE.3. Implementation of a reading motivation program (Reading Counts) and periodic student rewards for achieving point goals.	SE.3. All teachers, Literacy coach, Media Specialist, Assistant Principal, Principal	SE.3. Data from classroom observations using the SLC Framework; and the periodic review of the Reading Counts student point reports.	SE.3. Results of common formative assessments, , AIMS Web, Benchmark tests, and FCAT 2.0.	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Read 180	Identified teachers	Scholastic Read 180 PD	Reading teachers	September 2012	Periodic follow-up visits	Literacy Coach, Administration
Text Complexity Strategies	Identified Teachers	Literacy Coach	Instructional staff	Planning periods	Weekly planning; individual conferencing	Literacy Coach, Administration
Common Core State Standards	All	Literacy Coach	Instructional staff	Planning periods	Weekly planning; individual conferencing	Literacy Coach, Administration
International Reading Association Conference	Reading/ Language Arts identified teachers	Literacy Coach	Identified Instructional staff	May 2013	Sharing of knowledge gained in IRA sessions	Literacy Coach, Administration

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

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Strategy	Description of Resources	Funding Source	Amount
Reading Counts	Reading motivation tool		\$ 0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Scholastic Read 180 Next Generation	Upgrading of current program & purchase of additional materials to meet increase in Tier II student populations and resulting sections	Title I	\$33,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
International Reading Association Conference attendance	Knowledge building by attending sessions facilitated by recognized reading researchers/professionals	School based Professional Development	\$5000.00
CIS/Close Reading	Content Area reading approach.	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Building reading motivation	Reading Counts Program Student Field Trip Reward		\$3700
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Some teachers do not have the ESOL endorsement	1.1. Require teachers to obtain this.	1.1. Assistant Principal	1.1. Certification updates.	1.1. ESOL Endorsements or records of coursework taken towards the ESOL endorsement by identified teachers.	
CELLA Goal #1: <i>5% increase in proficiency</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>23 students; 54.8% proficient.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English 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.	1.1. Some teachers do not have the ESOL endorsement	1.1. Require teachers to obtain this.	1.1. Assistant Principal	1.1. Certification updates.	1.1. ESOL Endorsements or records of coursework taken towards the ESOL endorsement by identified teachers.	

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<p>CELLA Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>7 students; 16.7% proficient.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.	1.1. Some teachers do not have the ESOL endorsement	1.1. Require teachers to obtain this.	1.1. Assistant Principal	1.1. Certification updates.	1.1. ESOL Endorsements or records of coursework taken towards the ESOL endorsement by identified teachers.	
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>8 students; 19.0 % proficient.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<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: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Mathematics Budget (Insert rows as needed)

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	1a.1. * District professional development team *Administration *Math Dept. Chair *Teacher	1a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1a.1. * St. Lucie County framework * Administrative classroom walkthroughs		

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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>By June 2013, 55% (#) of students in grades 6-8 will score at level 3 or higher on the FCAT 2.0 math test.</i></p>							
	<p><i>50% (#) of the students in grades 6-8 were proficient at level 3 or above on FCAT 2.0 Mathematics assessment...</i></p>	<p><i>By June 2013, 55% (#) of students in grades 6-8 will score at level 3 or higher on the FCAT 2.0 math test.</i></p>					
		<p>1a.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>1a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1a.2 * District professional development team *Administration *Math Dept. Chair *Teacher</p>	<p>1a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>1a.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>	

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		<p>1a.3. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 1 – Number: Fractions, Ratios, Proportional Relationships, and Statistics</p>	<p>1a.3. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. *Increase opportunities for students to use ratios in the real world setting. *Move beyond the surface level of statistics and have students determine the appropriate use of central tendencies. *Math Connects Core materials will be used for instruction.</p>	<p>1a.3. * Administrators * Teachers</p>	<p>1a.3. * 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.</p>	<p>1a.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3</p>	
		<p>1a4. Many of our students struggle with attendance and motivation.</p>	<p>1a4. *Teachers will use 5E lesson plans, common assessments, learning scales, Kagan structures for success. *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM). *Reality Store Program</p>	<p>1a4. * Administrators * Math Dept. Chair *Math Activity Coordinator * Teachers</p>	<p>1a4. *Benchmark assessments, department collaboration, and focused walkthroughs.</p>	<p>1a4. * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3</p>	

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1b.1. Train teachers to effectively implement Access Points.</p>	<p>1b.1. Instructional staff will participate in department PLC opportunities.</p>	<p>1b.1. *District PD Team *ESE Specialist *Administration Team</p>	<p>1b.1. Lesson Study observations and debriefing sessions. FAA</p>	<p>1b.1. *Lesson Study Documentation and Reflection Tools *FAA</p>		
<p><u>Mathematics Goal #1b:</u> <i>By June 2013, 31% (4) of students in grades 6-8 will score at a level 4,5,6 on the FAA Math Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>23% (3) of students in grades 6-8 will score at a level 4,5,6 on the FAA Math Test.</i></p>	<p><i>By June 2013, 31% (4) of students in grades 6-8 will score at a level 4,5,6 on the FAA Math Test.</i></p>					
		<p>1b.2. Students limited in basic math skills based on their cognitive impairment.</p>	<p>1b.2. Using research based strategies, instructional staff will provide direct instruction in basic math concepts embedding opportunities for re-teaching, to acquire mastery of targeted skills and repetition to maintain skills.</p>	<p>1b.2. *Administration *Teacher</p>	<p>1b.2. Teacher lessons that reflect access points using basic math skills.</p>	<p>1b.2. *FAA *Brigance Assessment *Data collection *Observation</p>	

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		1b.3. Students are deficient in multi-step problem solving skills to solve high level math problems	1b.3. *The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem strategies. *Use math manipulatives and tools to solve problems,	1b.3. *Administrator *Teacher	1b.3. Teacher lessons that reflect access points using multi-step problem solving strategies.	1b.3. *FAA *Brigance Assessment *Data collection *Observation	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	2a.1. * District Professional Development Team * Administration * Math Dept. Chair *Teacher	2a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2a.1. * St. Lucie County framework * Administrative classroom walkthroughs		

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<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 ___% (#) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	___% (#) of the students in grades 6-8 are proficient at Level 4 or 5 on the 2011-2012 FCAT 2.0 Mathematics assessment...	By June 2013, ___% (#) of students in grades 6-8 will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 * District Professional Development Team * Administration * Math Dept. Chair *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 framework * Administrative classroom walkthroughs	
		2a.3. Many higher level students lack motivation.	2a.3. *Teachers will use 5E lesson plans, common assessments, learning scales, Kagan structures for success. *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM). *Reality Store Program	2a.3 *Administration *Math Activity Coordinator *Teacher	2a.3. *Benchmark Assessments, department collaboration, and focused walkthroughs *Team monitoring	2a4. *FCAT 2.0.	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2b.1. Students are deficient in basic Algebra and Geometry needed to solve high level math problems.</p>	<p>2b.1. Teacher will develop instructional strategies for functional real world application in a school, work or home setting.</p>	<p>2b.1. *Administration *Teacher</p>	<p>2b.1. Teacher lesson designed using the access points using algebra and geometry.</p>	<p>2b.1. *FAA *Brigance Assessment *Data collection *Observation</p>		
<p><u>Mathematics Goal #2b:</u> <i>By June 2013, 84% (11) of the students will score at or above level 7 on the FAA Math Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>77% (10) of students scored at or above level 7 on the FAA Math Test.</i></p>	<p><i>By June 2013, 84% (11) of the students will score at or above level 7 on the FAA Math Test.</i></p>					

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		2b.2. Students are deficient in multi-step problems involving skills to solve high level math problems.	2b.2. *The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem strategies. *Use math manipulatives and tools to solve problems.	2b.2. *Administration *Teacher	2b.2. Teacher lessons that reflect access points using multi-step problem solving strategies.	2b.2. *FAA *Brigance Assessment *Data collection *Observation	
		2b.3 Train teachers to effectively implement Access Points.	2b.3 Instructional staff will participate in department PLC opportunities.	2b.3 *District PD Team *ESE Specialist *Teacher	2b.3 Lesson study observations and debriefing sessions FAA	2b.3 Lesson Study documentation and reflection tools.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).</p>	<p>3a.1. * District professional development team * Administration *Math Dept. Chair *Teacher</p>	<p>3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>3a.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>		
<p><u>Mathematics Goal #3a:</u> By June 2013, 64% (#) of the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>59% (#) of the students in grades 6-8 made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.</p>	<p>By June 2013, 64% (#) of the students in grades 6-8 will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>					

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		3a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3a.2 * District professional development team * Math coaches * Administration *Teacher	3a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3a.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3a.3. Many students lack motivation, prior knowledge or come unprepared for learning.	3a.3. *Teachers will use 5E lesson plans, common assessments, learning scales, Kagan structures for success. *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM). *Teacher will also refer those students not making progress to the RtI team for intervention. *Reality Store Program	3a.3. * District professional development team * Administration *RtI Team * Math Dept. Chair *Math Activity Coordinator *Teacher	3a.3. Benchmark assessments, common assessments and collaborations	3a.3. FCAT 2.0	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1 Train teachers to effectively implement Access Points.	3b.1 Instructional staff will participate in department PLC opportunities.	3b.1 *District PD Team *ESE Specialist *Teacher	3b.1 Lesson study observations and debriefing sessions	3b.1. Lesson Study documentation and reflection tools FAA		

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Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 90% (9) of the students will make learning gains on the FAA Math Test.							
	Current Level: 80% (8) of the students made learning gains on the FAA Math Test	By June 2013, 90% (9) of the students will make learning gains on the FAA Math Test					
		3b.2. Due to the nature and severity of individual student's disability, students are challenged with processing and application of math concepts	3b.2. Students must have continuous repetition/ practice when learning math concepts.	3b.2. *District PD Team *Administration *Teacher	3b.2. Students will participate in daily practice with digestible bites delivered of each concept and provided practice to demonstrate understanding.	3b.2. *Teacher generated assessments calibrated to level of access points showing demonstration of proficiency *FAA *Brigance Assessment	
		3b.3. Due to the nature and severity of individual student's disability, students are challenged to effectively communicate their thought processes through written/ oral language.	3b.3. Students will be provided with visual choices to support mathematical thinking to solve problems.	3b.3. *Administration *Teacher	3b.3. Students will provide a variety of visuals to support their thinking through problem solving equations.	3b.3. *Teacher generated assessments *Teacher observations *FAA	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).</p>	<p>4a.1. * District professional development team * Administration * Math Dept. Chair</p>	<p>4a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>4a.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>		
<p><u>Mathematics Goal #4a</u> By June 2013, 64% (#) students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	59% (#) of students in grades 6-8 in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, 64% (#) of students in grades 6-8 in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		4a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	4a.2 * District professional development team * Math coaches * Administration	4a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	4a.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		4a.3. Many students in the lowest quartile have poor attendance, lack motivation and prior knowledge or come unprepared for learning.	4a.3. *Teachers will use 5E lesson plans, common assessments, learning scales, Kagan structures for success. *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM). *Teacher will also refer those students not making progress to the Rtl team for intervention. *Reality Store Program	4a.3. * District professional development team * Administration * Rtl Team * Math Dept. Chair *Math Activity Coordinator *Teacher	4a.3. Benchmark assessments, common assessments and collaborations	3a.3. FCAT 2.0	

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		4a4. *Students lack the foundation of number sense.	4a4. *Intensive math classes *Teacher will also refer those students not making progress to the RtI team for intervention.	4a4 * Administration * RtI Team * Teachers	4a4. * 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.	4a4. * Teacher assessment identifying learning scales achievement of targeted goal-level 3 * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5a.1 White: Large amount of poverty students and absences. Black: Large amount of Creole speaking students who come from Haiti. (ELL) Large amount of poverty students. Large amount of absences. Overcoming the poverty and language barriers. Hispanic: Large amount of Spanish speaking students originating from Latin countries (ELL). Large amount of poverty students. Large amount of absences. Overcoming the poverty and language barriers*</p>	<p>5a.1. * Provide interesting and meaningful instruction. * Provide motivators and incentives that appeal to all subgroups. * ELL/Creole paraprofessional placed in math classes. * Level 1 students are scheduled for an additional class period of math. * Students not making progress are referred to the RtI team for intervention. *Reality Store Program</p>	<p>5a.1 * Administration * Math Dept. Chair * Math Activity Coordinator * Math Teachers * ELL Paraprofessionals</p>	<p>5a.1 * Benchmark assessments * Common assessments * Administrative classroom walkthroughs</p>	<p>5a.1. * FCAT 2.0</p>		
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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June 2013, ____% (#) of white students, ____% (#) of Hispanic students, and ____% (#) of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.							
	____% (#) of white students, ____% (#) of Hispanic students, and ____% (#) of black students were proficient on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, ____% (#) of white students, ____% (#) of Hispanic students, and ____% (#) of black students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		5a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	5a.2 * District professional development team * Administration * Math Dept. Chair	5a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5a.2. * St. Lucie County framework * Administrative classroom walkthroughs	

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		5a.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	5a.3. * Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.	5a.3. * District professional development team * Instructional coaches * Administration	5a.3. * Administration observation of effective implementation with feedback * Individual and collaborative review of student work	5a.3. * Student responses from teacher-made performance task items *FCAT2.0	
		5a.4. *The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test was reporting : Numbers and Operations in base 10	5a.4. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices	5a.4. * Teachers * Instructional coaches	5a.4. * Individual and collaborative review of student work	5a.4. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5b.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>5b.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.). *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM). *Teacher will also refer those students not making progress to the RtI team for</p>	<p>5b.1. * District professional development team * Math coaches * Administration</p>	<p>5b.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>5b.1. * St. Lucie County framework * Administrative classroom walkthroughs</p>		
<p><u>Mathematics Goal #5C:</u> By June 2013, ___% (#) of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	____% (#) of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, ____% (#) of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.					
		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 coaches * 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 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.	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 teacher-made performance task items	
		5b.4. Students come with limited academic language.	5b.4. Instructional staff will engage students in daily vocabulary activities.	5b.4. * Teachers * Instructional coaches	5b.4. Academic vocabulary used by students in written and oral responses.	5b.4. * Weekly assessments * Benchmarks Assessments * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. Students with Disabilities (SWD) 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 for Mathematical Practice. (full staff, grade levels, teams, etc.). * Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	5c.1. * District professional development team * Instructional coaches * Administration	5c.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	5c.1. * St. Lucie County framework * Administrative classroom walkthroughs		
<u>Mathematics Goal #5D:</u> By June 2013, _____% (#) of SWD students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	% (#) of SWD students made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2013, % (#) of SWD students will be proficient on the 2012-2013 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 coaches * 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 walkthroughs	
		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.	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 teacher-made performance task items	
		5c.4. Students have difficulty processing multi-step problems.	5c.4. Provide students with step-by-step support for problem-solving.	5c.4. * Teachers * Instructional coaches	5c.4. * Observation of student independently applying step-by-step problem solving	5c.4. * Benchmarks assessments * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Economically Disadvantaged students not making satisfactory progress in mathematics.	5d.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5d.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.). * Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	5d.1. * District professional development team * Math coaches * Administration	5d.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	5d.1. * St. Lucie County framework * Administrative classroom walkthroughs		
<u>Mathematics Goal #5D:</u> By June 2013, ___% (3) of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	% (#) of economically disadvantaged students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	By June 2013, _____% (#) of economically disadvantaged students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment					
		5d.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5d.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5d.2 * District professional development team * Math coaches * Administration	5d.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5d.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		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.	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 teacher-made performance task items	

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		5d.4. Students lack the schema necessary to solve real-world problems.	5d.4. Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations	5d.4. *Teachers * Instructional Coaches	5d.4. *Observation of appropriate use of vocabulary in student written and oral language.	5d.4. *Benchmark Assessments * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
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	
Marzano Frameworks for Instruction	6-8	Principal, Assistant Principal, PD Department	School-Wide	August 17, 18; Professional Development Early Release Days	Classroom Observations, pre- and post-observation conferences	Principal, Assistant Principal	
Kagan Structures for Success	6-8	Kagan Coaches	6-8 new math teachers	monthly dept. meetings	lesson plans, classroom walk-through data	Administration, Math Dept. Chair	

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Mathematics Professional Development

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
All level 1 students will participate in a second (intensive) math class	Samples of curriculum used in the intensive math classes; Printing costs	Title 1	\$1,000.00
Intensive skills remediation	Math Resource Teacher	Title I	\$50,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Students in grades 7 and 8 will be able to use calculators	Calculators	Title 1	\$500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math teachers will attend the Florida Council for Teachers of Mathematics Conference	Substitutes, Registration, Lodging, Food, Gas allowance	Undetermined	\$3000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
All Mathematics Teachers will employ the district's new Math Routine.	Copies of Math Routine and Online PD	N/A	N/A

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<p>All 7th and 8th grade students will * Copies of activity sheets for all students Title I \$500.00 Participate in the Reality Store Program * Copies of Activity Routines for teachers * Copies of Volunteer Routines for Participants * Set-up materials</p>			
<p style="text-align: right;">Subtotal:</p>			
<p style="text-align: right;">Total:</p>			

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	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.			
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
		1.2.	1.2.	1.2.	1.2.			1.2.
		1.3.	1.3.	1.3.	1.3.			1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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.		
Mathematics Goal #2: <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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* 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.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	1.1. * District professional development team * 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		

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<p><u>Algebra Goal #1a:</u> By June 2013, ___ & (#) of students enrolled in Algebra 1 will score at level 3 or higher on the Algebra 1 End of Course Exam.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>___% (#) of the students enrolled in Algebra 1 were proficient at level 3 or above on the Algebra 1 EOC.</p>	<p>By June 2013, ___% (#) of students enrolled in Algebra 1 will score at level 3 or higher on the Algebra 1 End of Course Exam.</p>					
		<p>1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>1.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1.2 * District professional development team *Administration *Teacher</p>	<p>1.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing</p>	<p>1.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>	
		<p>1.3. According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.</p>	<p>1.3 * Providing additional practice in solving and graphing quadratic equations that involve real world applications. * Develop guidelines for students to use writing and journaling to identify learned concepts and eliminate misconceptions.</p>	<p>1.3 * District professional development team *Administrators *Teachers</p>	<p>1.3. Individual and collaborative review of student work</p>	<p>1.3. *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra 1 assessment *Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> <p>2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).</p> <p>2.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support</p>	<p>2.1. * District professional development team *Administration *Teacher</p> <p>2.2. * District professional development team *Administration *Teacher</p>	<p>2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p> <p>2.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>2.1. * St. Lucie County framework * Administrative classroom walkthroughs</p> <p>2.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>		

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<p>Algebra Goal #2: By June 2013, ____ & (#) of students will score Level 4 or 5 on the 2012 – 2013 Algebra 1 End of Course assessment.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>____% (#) of the students enrolled in Algebra 1 were proficient at Level 4 or 5 on the 2011 – 2012 Algebra 1 EOC.</p>	<p>By June 2013, ____% (#) of students enrolled in Algebra 1 will achieve Level 5 or 5 on the 2012-2013 Algebra 1 End of Course Exam.</p>					
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Algebra Goal #3A:</u></p> <p><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>	<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>		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. White: The area of greatest difficulty for students based on Reporting Category data for Algebra 1 EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Black: The area of greatest difficulty for students based on Reporting Category data for Algebra 1 EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Hispanic: The area of greatest difficulty for students based on Reporting Category data for Algebra 1 EOC is Reporting Category 1- Functions, Linear Equations and</p>	<p>3B.1. *Provide all students with more practice in solving problems to explore and apply the use of system of equations. *St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. *Honor student learning styles through instructional model that embraces diversity and the brain's natural learning cycle.</p>	<p>3B.1 * District professional development team *Administration *Teacher</p>	<p>3B.1. Individual and collaborative review of student reflective logs.</p>	<p>3B.1 *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra 1 assessment *Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>		
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	Inequalities. Asian: American Indian:						
Algebra Goal #5B: By June 2013, ___% (#) of White students, ___% (#) of Hispanic students, and ___% (#) of black students will be proficient on the 2012-2013 Algebra 1 EOC assessment.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	There were (#) of students proficient in Algebra 1. ___% (#) of students were Caucasian, ___% (#) of students were Hispanic, and ___% (#) of students were Black. White: ___% Hispanic: ___% Black: ___% Asian: American Indian:	By June 2013, ___% (#) of white students, ___% (#) of Hispanic students, and ___% (#) of black students will be proficient on the 2012-2013 Algebra 1 EOC assessment. White: ___% Hispanic: ___% Black: ___%					

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		3B.2 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	3B.2 * District professional development team *Administration *Teacher	3B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3 * District professional development team *Administration *Teacher	3B.3. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3B.3. * St. Lucie County framework * Administrative classroom walkthroughs	
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.		

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Algebra Goal #3C:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
		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 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3D.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	3D.1 * District professional development team *Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework * Administrative classroom walkthroughs		

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<p>Algebra Goal #5B: By June 2013, ____% (#) of SWD students will make satisfactory progress on the 2012-2013 Algebra 1 EOC assessment.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>____ (#) of SWD students made satisfactory progress on the 2011-12 Algebra 1 EOC assessment.</p>	<p>By June 2013, ____% (#) of SWD students will make satisfactory progress on the 2012-2013 Algebra 1 EOC assessment.</p>					
		<p>3D.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>3D.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>3D.2 * District professional development team *Administration *Teacher</p>	<p>3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing</p>	<p>3D.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>	
		<p>3D.3. Students have difficulty processing multi-step problems.</p>	<p>3D.3. Provide students with step-by-step support for problem-solving</p>	<p>3D.3 *ESE Dept. Chair *Inclusion teachers *Teachers</p>	<p>3D.3. Observation of student independently applying step-by-step problem solving.</p>	<p>3D.3. *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra 1 assessment *Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) *Instructional staff will participate in the Florida Council for Teachers of Mathematics (FCTM).	3E.1 * District professional development team *Instructional coaches *Administration *Teacher	3E.1. *Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3E: By June 2013, ____% (#) of economically disadvantaged students will make satisfactory progress on the 2012-2013 Algebra 1 EOC assessment.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	____ (#) of economically disadvantaged students made satisfactory progress on the 2011-12 Algebra 1 EOC assessment.	By June 2013, ____% (#) of economically disadvantaged students will make satisfactory progress on the 2012-2013 Algebra 1 EOC assessment.					
		3E.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.2 * District professional development team *Instructional coaches *Administration *Teacher	3E.2. *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3E.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3E.3 Students lack the schema necessary to solve-real world problems.	3E.3 Support students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	3E.3 *District professional development team *Administration *Instructional Coaches *Teachers	3E.3 Observation of appropriate use of vocabulary in student written and oral language.	3E.3 *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra 1 assessment *Teacher assessment identifying learning scales achievement of targeted goal-level 3	

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

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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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1 * District professional development team *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		

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<p>Geometry Goal #1a: By June 2013, ____ & (#) of students enrolled in Geometry will score in the upper third (Levels 3-5) on the Geometry End of Course Exam.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>The results of the 2012 Geometry EOC assessment indicate that ____% (#) students scored in the upper third (Levels 3-5)</p>	<p>By June 2013, ____% (#) of students enrolled in Geometry will score in the upper third (Levels 3-5) Geometry End of Course Exam.</p>					
		<p>1.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>1.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1.2 * District professional development team *Instructional coaches *Administration *Teacher</p>	<p>1.2. *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing</p>	<p>1.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>	

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		1.3. According to the 2012 Geometry EOC Reporting categories, students struggled with three-dimensional geometry	1.3. *Develop guidelines for students to use descriptive language to communication learned concepts and identify misconceptions. *Provide students with models, both digital and tangible to enable students to see the effects of changing dimensions.	1.3. * District professional development team *Instructional coaches *Administration *Teacher	1.3. Individual and collaborative review of student work.	1.3. *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment *Teacher assessment identifying learning scales achievement of 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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> <p>2.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p> <p>2.2 *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2.1 * District professional development team *Administration *Teacher</p> <p>2.2 * District professional development team *Instructional coaches *Administration *Teacher</p>	<p>2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p> <p>2.2 *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>2.1. * St. Lucie County framework * Administrative classroom walkthroughs</p> <p>2.2 * St. Lucie County framework * Administrative classroom walkthroughs</p>		
<p><u>Geometry Goal #1a:</u> By June 2013, ____ & (#) of students enrolled in Geometry will score in the upper third (Levels 4-5) on the Geometry End of Course Exam.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> *</p>					

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	The results of the 2012 Geometry EOC assessment indicate that ___% (#) students scored in the upper third (Levels 4-5)	By June 2013, ___% (#) of students enrolled in Geometry will score in the upper third (Levels 4-5) Geometry End of Course Exam.					
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						
<u>Geometry Goal #3A:</u> <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		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: The reporting category of students struggled the most within on the Geometry EOC assessment was reporting Category 1 – Two Dimension Figures</p>	<p>3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid.</p>	<p>3B.1 .* District professional development team .*Instructional coaches .*Administration .*Teacher</p>	<p>3B.1. Individual and collaborative review of student work.</p>	<p>3B.1. .*Weekly assessments and St. Lucie County Benchmarks .* Results from the 2013 Geometry EOC assessment .*Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>		
	<p>Black: The reporting category of students struggled the most within on the Geometry EOC assessment was reporting Category 1 – Two Dimension Figures</p>						
	<p>Hispanic: The reporting category of students struggled the most within on the Geometry EOC assessment was reporting Category 1 – Two Dimension Figures</p>						

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	<p>Asian: The reporting category of students struggled the most within on the Geometry EOC assessment was reporting Category 1 – Two Dimension Figures</p> <p>American Indian: The reporting category of students struggled the most within on the Geometry EOC assessment was reporting Category 1 – Two Dimension Figures</p>						
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<u>Geometry Goal #3B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
By June 2013, ___% (#) of White students, ___% (#) of Hispanic students, and ___% (#) of black students enrolled in Geometry will make satisfactory progress on the Geometry End of Course Exam.	<u>Level of Performance:</u>	<u>Level of Performance:*</u>					
	<p>The results of the 2012 Geometry EOC assessment indicate that ___% (#) students made satisfactory progress on the Geometry End of Course Exam. ___% (#) of students were Caucasian, ___% (#) of students were Hispanic, and ___% (#) of students were Black.</p> <p>White: ___% Hispanic: ___% Black: ___% Asian: ___% American Indian: ___%</p>	<p>By June 2013, ___% (#) of white students, ___% (#) of Hispanic students, and ___% (#) of black students will make satisfactory progress on the Geometry End of Course Exam</p> <p>White: ___% Hispanic: ___% Black: ___%</p>					

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		3B.2 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2 *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3B.2 * District professional development team *Administration *Teacher	3B.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2 * St. Lucie County framework * Administrative classroom walkthroughs	
		3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3 *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3 * District professional development team *Instructional coaches *Administration *Teacher	3B.3 *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3B.3 * St. Lucie County framework * Administrative classroom walkthroughs	
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						
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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Geometry 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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3D.1 *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3D.1 * District professional development team *Administration *Teacher</p>	<p>3D.1 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>3D.1 * St. Lucie County framework * Administrative classroom walkthroughs</p>		
<p><u>Geometry Goal #3D:</u> By June 2013, ___% (#) of SWD students will make satisfactory progress on the 2012-2013 Geometry 1 EOC assessment.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>___ (#) of SWD students made satisfactory progress on the 2011-12 Geometry EOC assessment.</p>	<p>By June 2013, ___% (#) of SWD students will make satisfactory progress on the 2012-2013 Geometry assessment.</p>					

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		3D.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D .2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D .2 * District professional development team *Instructional coaches *Administration *Teacher	3D .2. *Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3D .2. * St. Lucie County framework * Administrative classroom walkthroughs	
		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 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1 *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1 * District professional development team *Administration *Teacher	3E.1 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1 * St. Lucie County framework * Administrative classroom walkthroughs		

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<p>Geometry Goal #3E: By June 2013, ___% (#) of SWD students will make satisfactory progress on the 2012-2013 Geometry 1 EOC assessment.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:</u> *</p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:</u> *</p>					
	<p>___ (#) of SWD students made satisfactory progress on the 2011-12 Geometry EOC assessment.</p>	<p>By June 2013, ___% (#) of SWD students will make satisfactory progress on the 2012-2013 Geometry assessment.</p>					
		<p>3E.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>3E.2 .*Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>3E.2 * District professional development team *Instructional coaches *Administration *Teacher</p>	<p>3E.2 .*Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing</p>	<p>3E.2 .* St. Lucie County framework * Administrative classroom walkthroughs</p>	
		<p>3E.3 Students lack the schema necessary to solve real- world problems</p>	<p>3E.3 Support students’ background knowledge and situations that require the mathematics through real world videos and EDU2000.</p>	<p>3E.3 *District professional development team *Administration *Instructional Coaches *Teachers</p>	<p>3E.3 Observation of appropriate use of vocabulary in student written and oral language.</p>	<p>3E.3 *Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra 1 assessment *Teacher assessment identifying learning scales achievement of targeted goal-level 3</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <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 subgroups:	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 Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of multiple resources to meet the science NGSSS standards	1A.1. Provide common planning time for team collaboration on various instructional strategies	1A.1. grade group teachers	1A.1. Team meeting data elements	1A.1. Teacher Evaluation Framework		
Science Goal #1A: <i>By June of 2013, 51% of students in grade 8 will score at a level 3 on the 2012-2013 FCAT Science Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>46% of students achieved a Level 3 in Science on the 2011-2012 FCAT assessment.</i>	<i>51% of students will achieve a Level 3 in science on the 2012-2013 FCAT Assessment.</i>					

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		1A.2. Time and funding for professional development	1A.2. Implement and train teachers on the 5e lesson model and writing strategies as CCSS supplements science curriculum	1A.2. Science committee/District	1A.2. Professional development survey	1A.2. Teacher Evaluation Framework	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 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		
Science Goal #1B: <i>By June of 2013,, 40% (2) students in grade 8 will score at a level 4,5,6 on the 2012-2013 FAA Science Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>20% (1) student in grade 8 achieved at a level 4,5,6 on the 2011-2012 FAA Science Assessment.</i>	<i>40% (2) students in grade 8 will score at a level 4,5,6 on the 2012-2013 FAA Science Assessment.</i>					
		1B.2. Opportunities for students to learn the language of science	1B.2. teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance instruction	1B.2. teacher administrator	1B.2. Review FAA data and review data on teacher made tests	1B.2.FAA Teacher made assessments	
		1B.3. Poor reading and math foundational skills	1B.3. analyze reading data to provide appropriate leveled science text and materials for struggling students	1B.3 teacher Administration ESE Specialist.	1B.3. review and monitoring of classroom assessments, teacher made tests, class work and FAA scores	1B.3 curriculum based assessment, review of lesson plans, classroom observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Time for enriching activities for students that achieved greater than Level 3 on 2011-2012 FCAT assessment</p>	<p>2A.1. Provide an additional science class to explore concepts in marine science through the MOA preparatory course</p> <p>Involvement in individual science projects that will be conducted and presented with both home and school involvement</p> <p>Enrichment through various field trips</p>	<p>2A.1. Teachers Administrators</p>	<p>2A.1. Science Fair Teacher made assessments FCAT Science</p>	<p>2A.1. Teacher made assessments FCAT Science</p>		
<p><u>Science Goal #2A:</u> <i>Insert smart goal</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.Train teachers to effectively implement Access Points	2B.1. Instructional staff will participate in department PLC 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		
Science Goal #2B: <i>By June of 2013, 80% (4) of students in grade 8 will score at a level 7 on the 2012-2013 FAA science Assessment</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>80% (4) of students in grade 8 achieved at a level 7 on the 2012-2013 FAA science Assessment</i>	<i>80% (4) of students in grade 8 will score at a level 7 on the 2012-2013 FAA science Assessment</i>					
		2B.2. Students have processing challenges for recalling information and supporting details that will limit their abilities to sequence steps in an experiment	2B.2. Use research based strategies and methodologies to explicitly teach targeted identified deficit skills	2B.2. Teachers Administrators ESE Specialist	2B.2. Review of individual students Pre/post test data FAA	2B.2.Data collection sheets Teacher made assessments FAA Teacher observation using a rubric	

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		2B.3.Students have decoding challenges that will limit their processing and comprehension of science	2B.3.use research based strategies and methodologies to explicitly teach targeted identified deficit skills	2B.3. Teachers Administrators ESE Specialist	2B.3. Review of individual students Pre/post test data FAA	2B.3. Teacher made assessments FAA	
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End of Elementary and Middle School Science Goals

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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 Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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

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
Class science fair projects	Supplies	QZAB	1020
Enrichment Lab activities	Supplies	QZAB	300
Subtotal:\$1320			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Strategies			
Vocabulary Building Strategies			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			
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			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</p> <p><u>Writing Goal #1:</u></p>	<p>1.1.Students may lack sufficient practice with authentic prompts.</p>	<p>1.1.All Grade 8 students will participate in a monthly Bulldogs Writing prompt that will use a released FCAT Writing prompt. This practice will conclude in the month of the FCAT Writing administration.</p>	<p>1.1.Principal, Assistant Principal, Language Arts department leader.</p>	<p>1.1.Data will be shared with the faculty and School Advisory Council.</p>	<p>1.1.Monthly scores will be tabulated to monitor school-wide formative progress towards meeting the goal. FCAT Writing results will comprise the summative evaluation.</p>		
<p>%/ # 8th grade students will score at Level 4 or higher on the 2013 FCAT Writing assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>2012 Level of Performance: <u>82%</u> (#) of students scored at or above Level <u>3</u> on the FCAT Writing assessment.</p> <p>2012 Level of Performance: <u>100%</u> (#) of ESE students scored at or above Level <u>4</u> on the FCAT Writing assessment.</p>	<p>2013 Expected Level of Performance: By the end of the year, <u>80%</u> of students will score <u>4</u> or higher on the FCAT Writing assessment.</p>					
		<p>1.2. Grade 6 and 7 students need to build foundational writing skills to be proficient in grade 8.</p>	<p>1.2. Grade 6 and 7 students will participate in a monthly Bulldogs Writing prompt; essays will be graded by the Florida Writing Rubric using Anchor Papers as part of the grading. This practice will continue through May, 2012.</p>	<p>1.2. Principal, Assistant Principal, Language Arts department leader</p>	<p>1.2. Data will be shared with the faculty and School Advisory Council.</p>	<p>1.2.1.1. Monthly scores will be tabulated to monitor school-wide formative progress towards meeting the goal. FCAT Writing results will comprise the summative evaluation.</p>	
		<p>1.3. Monthly essays are very time consuming for teachers to grade accurately and effectively.</p>	<p>1.3. Two commercially-scored Write Score essays will be provided for Grade 8 students, one each in October and January.</p>	<p>1.3. Principal, Assistant Principal, Assistant Principal,</p>	<p>1.3. Data will be shared with the faculty and School Advisory Council.</p>	<p>1.3.1.1. Monthly scores will be tabulated to monitor school-wide formative progress towards meeting the goal. FCAT Writing results will comprise the summative evaluation.</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>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2A:</u></p>	<p>Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	<p>2A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>2A.1.</p>	<p>2A.1.</p>	<p>2A.1.</p>	<p>2A.1.</p>	

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<p>%/# 8th grade students will score at Level 4 or higher on the 2013 FCAT Writing assessment.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>White: 100% (54 of 54) Black: 96% (79 of 82) Hispanic: 96% (47 of 49)</p>	<p>White: 95% (65 of 68) Black: 95% (61 of 64) Hispanic: 95% (40 of 42)</p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	
		<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2B:</u></p>	<p>Writing Goal #2B: English Language Learners (ELL)</p>	<p>2B.1.</p>	<p>3B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	

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<p>%/# 8th grade students will score at Level 4 or higher on the 2013 FCAT Writing assessment.</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2C:</u></p>	<p>Writing Goal #2C: Students with Disabilities (SWD)</p>	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.	

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<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 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>					
		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.	
		2C.3.	2C.3.	2C.3.	2C.3.	2C.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		
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2D:</u>	Writing Goal #2D: Economically Disadvantaged	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.	

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<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	97% (151 of 155)	95% (132 of 138)					
		2D.2.	2D.2.	2D.2.	2D.2.	2D.2.	
		2D.3.	2D.3.	2D.3.	2D.3.	2D.3.	

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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
Pacing Guide Collaborative	6-8	LA Dept. Chair	6-8 Language Arts teachers	September 2012	Documentation of Planning, and Teaching,	Principal, LA Dept. Chair
Kagan Structures for Success	6-8	Kagan Coaches	6-8 LA teachers	Monthly Department meeting	Lesson plans, classroom walk-through data	Administration, LA Dept Chair
FCAT Rubric scoring review	6-8	LA Dept. Chair	6-8 LA teachers	Monthly Dept. chair meetings	FGMS Writes data reviews	LA Dept.Chair
PLC- Essay Development	6-8	LA Dept. Chair	6-8 LA Teachers	Monthly Dept. meetings	FGMS Writes Data review	LA Dept chair
PD- WriteScore Essay scoring and PD Webinar with results	6-8	WriteScore web consultant	6-8 LA Teachers	November - January (grade 8), May (grade 7)	Score Review	Administration, LA Department Chair

Writing Budget (Insert rows as needed)

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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
Write Score Essay Scoring Service and Professional Development webinar	2 sets each of 6 th , 7 th , and 8 th grade essays	Title I	\$5858.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writers Workshop	District Staff	QZAB	\$500.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$6358.00			

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

PART II: EXPECTED IMPROVEMENTS

Civics End-of –Course (EOC) Goals

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

Civics 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		

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<p>1. Students achieving proficiency (FCAT Level 3) in Civics <u>Civics Goal #1:</u></p>	<p>1.1. Student reading ability</p>	<p>1.1 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 secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to participate in project-based learning activities, including Project Citizen</p>	<p>1.1 Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.1 District and common assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>1.1 Pre and interim assessment SLC Civics Exam SLC Framework</p>		
<p>By the end of the year, 50% of students(n) will score 70% or higher of the Civics SLC final exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	No Data Available for 2012	<i>By the end of the year, 50% of students(n) will score 70% or higher of the Civics SLC final exam.</i>					
		1.2 Student background knowledge	1.2 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	1.2 Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.2 Teacher lesson design reflecting application of St. Lucie County framework Administration observation of effective implementations with feedback	1.2 SLC Civics Exam SLC Framework	
		1.3 Students have limited understanding of civic engagement	1.3 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.	1.3 Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3 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	1.3 SLC Civics Exam SLC Framework Pre and interim assessments 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		

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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in Civics</p> <p><u>Reading Goal #2:</u></p>	<p>2.1 Student motivation and seeing the course content as relevant</p>	<p>2.1 All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies</p> <p>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.</p> <p>Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, and political cartoons, and other graphic representations.</p>	<p>2.1 Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework</p>	<p>2.1 School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1 SLC Civics Exam</p> <p>SLC Framework</p> <p>Project Citizen Portfolio including 5-step process and student writing samples</p>		
<p>By the end of the year, 50% of students(n) will score 70% or higher of the Civics SLC final exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		<i>By the end of the year, 50% of students(n) will score 70% or higher of the Civics SLC final exam.</i>					
		2.2	2.2.	2.2	2.2	2.2	
		2.3	22.	2.3	2.3	2.3	

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
	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
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade Level	August 30	Learning goals/scales	Administration

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Structure-A-Month Club	Grade 7	Kagan Coach	Grade Level	Monthly September- June	Lesson plans, classroom walkthrough data	Kagan Coaches
Civics DBQ Project/ CIS	Grade 7	DBQ Trainer	Grade Level	September-March	Follow-up training, student work samples	Administration
Project Citizen	Grade 7	PC Trainer	Grade Level	August-January	Portfolio	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)			
Strategy	Description of Resources	Funding Source	Amount
Civics/DBQ	Class set of materials and teacher resources	Title I	\$650/set
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* 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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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: <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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

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

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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

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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. Truancy increased by 8% from the previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services.	1.1. Assistant Principal	1.1. Bi-weekly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings.	1.1. Truancy logs and attendance rosters.		
Attendance Goal #1: Our goal for this year is to increase the attendance rate from 94.32% to 95.32% by June, 2013.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94.32%	95.32%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					

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	In 2012, 274 students had 10 or more absences.	In 2013, the number of students with 10 or more absences will be reduced by 10% (27).					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	In 2012, 38 students had excessive tardies.	In 2013 the number of students with excessive tardies will be reduced by 10% (4).					
		1.2. Illnesses – excused absences have increased by 10% from previous year.	1.2. Provide parents with information for the KidCare program, Florida’s state insurance program for children.	1.2. Administrators	1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance 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
Truancy Prevention	K12	Student Services/ District staff	All counselors and attendance staff	September 26, 2012	A truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor this implementation of the program.	Assistant Principal and Counselor
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/nurse	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/ Health Aide, and wellness council

A

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

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Truancy Prevention	Provide incentives for students with improved attendance.		
<i>Best Practices and Model Truancy Programs</i> Reimer, M. S., & Dimock, K. N.	This publication focuses on those programs, approaches, and strategies that have already demonstrated success. Six critical components of successful truancy intervention programs are identified. This is the first publication in the <i>Truancy Prevention in Action</i> series. (2005)		Item Number: TP0502 Price: \$9.50 each (Members: \$7.60)
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
Health and Wellness PD	Substitutes for teachers		
Subtotal:			
Total:			

Attendance Budget (Insert rows as needed)

End of Attendance Goals

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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. The total number of in-school and out-of-school suspensions increased from XXX incidents during the 2010-11 school year to XXX in the 2011-12 school year, an increase of XXX incidents. There are limited opportunities to recognize students for positive behavior.	1.1. Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.	1.1. Administrative team and PBS Core team or MTSS/RTI Core team	1.1. Monitor behavior incident report and BIR monthly.	1.1. PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly BIR/Skyward data reports.		

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<p><u>Suspension Goal #1:</u> Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	#901	#856					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	#269	#256					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	#1133	#1077					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	#200	#180					
		1.2.	1.2. Deans and/or Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.	1.2. Deans/Counselor	1.2. Monitor parent contact log for evidence of communication with parents of students who have been placed on in/out of school suspension.	1.2. Parent Contact Log, Parent sign in/out log	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Check-In,Check-Out	6-8	Dean	All Teachers	August 17	Implementation	Dean

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
Check-In, Check-Out	Professional Development	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

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

End of Suspension Goals

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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	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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

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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
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)

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

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		
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Lack of parental awareness of topics/session	Parents will be informed about upcoming sessions through newsletters, flyers, and Connect Ed Messages	Administration	Each activity will utilize a parent sign in sheet which will be used to calculate the percentage of parents in attendance.	Parent surveys will be used as a method of evaluating and improving parent participation.		
Forest Grove Middle School will offer meaningful monthly parent learning sessions throughout the school year; attendance will increase by 10%.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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	<i>Average attendance for Parent Night Activities was 43%.</i>	<i>With the current student enrollment of 880 students, FGM's goal is increase attendance at Parent Night Activities to BY 10%.</i>					
		Language Barriers	Translators will be present at all learning sessions to increase understanding and participation. FGM will offer English classes to parents of non-English speaking parents.	Administration	Each activity will utilize a parent sign in sheet which will be used to calculate the percentage of parents in attendance.	Parent surveys will be used as a method of evaluating and improving parent participation	
		Lack of Interest	Each department will host one of the scheduled monthly parent nights which will include a student performance and/or student centered activity prior to academic session being presented.	Administration	Each activity will utilize a parent sign in sheet which will be used to calculate the percentage of parents in attendance.	Parent surveys will be used as a method of evaluating and improving parent participation	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)							
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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
Various parental involvement training opportunities	6-8	Administrator of Parent Involvement /Each Department Chairperson	Professional Development will involve faculty, staff, parents and students at Forest Grove Middle School in all grades 6-8.	Monthly meetings have been scheduled for the entire school year: 9/20, 10/18, 11/15, 1/24, 2/21, 4/11, 5/16. Other activities include two band concerts, three honor roll assemblies and the National Junior Honor Society Induction in which parents are invited to attend.	Feedback forms will be given out and collected at the end of each session for recommendations on the quality of information presented and areas of improvement.	Administration

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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
Food, student performances,	Food / Materials/Supplies/Props	Title I	\$6000.00
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:\$6000.00			

End of Parent Involvement Goal(s)

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

STEM 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>STEM Goals</p> <ol style="list-style-type: none"> 1. Our first STEM Goal is to integrate the quality instruction framework into the science classrooms. 2. Our second STEM Goal is provide real-world STEM opportunities for students by developing and sustaining partnerships with local STEM-related entities to enrich and support science education at Forest Grove Middle School. 3. Our third STEM Goal is engage and challenge students in STEM inquiry-based learning by providing students exposure to real-world applications through field trips, presentations, guest speakers and virtual experiences. 	Teachers lack familiarity with the STEM Initiative.	Through district in-service, teachers will receive training on District STEM Initiatives.	Administration and science teachers will work with District Title 1 Science Curriculum Specialist.	Monitoring of teacher in-service logs.	District professional development evaluation system.
	In-depth teacher knowledge of specific science disciplines	Provide inservice on September 22 to teachers in Geology.	Administration and science teachers will work with District Title 1 Science Curriculum Specialist.	Monitoring of teacher in-service logs.	District professional development evaluation system.

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	Obtaining enough businesses to commit to participating in this STEM Day Presentation.	Science department will work with administration and district personnel to invite local businesses to participate a STEM Day. Students will be filtered through a common area where they will be presented with real-world experiments and activities in the career fields of Science, Technology, Engineering and Mathematics.	Spear-headed by the Science Department Chairperson, Science teachers and Administration	Businesses will complete a reflective summary of the event upon completion. Students will complete an activity log for all stations visited during this event.	
	Students lack of familiarity with STEM vocabulary. Funding source	Strategy is to expose students to more inquiry-based opportunities through guest speakers, field trips and virtual experiences through MOA Prep.	Science Department and Administration	Science labs	Graded activities and teacher observations

STEM Professional Development

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

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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)

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Career and Technical Education (CTE) Goal(s)

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
CTE Goal #1: <i>Students in Business Education classes will have the option to take a Microsoft Certification exam.</i>	1.1. Curriculum not in place.	1.1.The district will provide the curriculum	1.1.Principal/Director of CTE	1.1.Curriculum materials will be in place by September.	1.1.Curriculum materials.
	1.2. Teacher not trained	1.2. The vendor will provide the Professional Development	1.2.Principal/Director of CTE	1.2.PD Training Records	1.2. Instructional Materials prepared.
	1.3. Curriculum not implemented	1.3. Teacher will implement the curriculum	1.3. Principal/Director of CTE	1.3. Lesson Plans, Classroom observations	1.3. Lesson Plans, Classroom observations

CTE Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD for the teacher	6-8	tba	Business Education Teacher	PD Day/October	Classroom Observations	Principal

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

End of CTE Goal(s)

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

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. Student access to digital credit recovery courses.	1.1. Offer an after-school Credit Recovery program for students.	1.1. Principal, Assistant Principal, Guidance Counselors.	1.1. Course completion and student attendance will be monitored.	1.1. Course completion records in E2020.		
Additional Goal #1: <i>The percentage of students who were retained in 2012 will be reduced by 10% in 2013 as measured by the June, 2013 Retention Report.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	7 % (56 of 730) students in grades 6-8 were retained in 2012.	6% (52 of 870) or fewer students in grades 6-8 will be retained in 2013.					
		1.2. Students lack transportation after school.	1.2. Offer transportation to students.	1.2. Principal, Assistant Principal.	1.2. Student attendance will be monitored	1.2. Student Attendance records in the Credit Recovery program.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
E2020	6-8	Lead Credit Recovery Teacher	Credit Recovery Teachers	After School	Course Completion	Principal

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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
Credit Recovery Program	Stipends	Title 1	\$40,000.00
Credit Recovery Transportation	Transportation Invoices	Title 1	\$17,000.00
Subtotal:			
Total:			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$108,700.00
CELLA Budget	Total:
Mathematics Budget	Total:\$53,500.00
Science Budget	Total:\$1320.00
Writing Budget	Total:\$6350.00
Civics Budget	Total:\$650.00
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: 6000.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:\$57,000.00

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Grand Total:\$233,520.00

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Rule 6A-1.099811
Revised April 29, 2011

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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 X No

If No, describe the measures being taken to comply with SAC requirements.	
Currently the SAC is not in compliance; targeted phone calls will be made prior to the October meeting to make progress towards achieving the requirement.	
Describe the activities of the SAC for the upcoming school year.	
The School Advisory Council will monitor the School Improvement Plan strategies/implementation and the impact on student performance data. The School Advisory Council will also disburse any remaining School Improvement funds to teachers whose proposals are accepted and approved.	

Describe the projected use of SAC funds.	Amount
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For use by teachers in curriculum and instruction initiatives by requests approved by the SAC	\$5,000.00