

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Liberty Pines Academy	District Name: St. Johns County School District
Principal: Judith Thayer	Superintendent: Dr. Joseph Joyner
SAC Chair: Natalie Gitto, Joy Reichenberg	Date of School Board Approval: 11/13/2012

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

April 2012

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Judith Thayer	BS Ed. English, MA. Reading, Certification Ed. Leadership	5	15	District Administrator 6 years, worked with all schools in county to raise scores of ESE students, Asst. Principal- PVPV/Rawlings Elementary - A all years, Asst. Principal-Liberty Pines Academy - A 4 years
Assistant Principal	Debra Donlan	BS Elementary Ed. MA Reading Ed, Ed. Leadership	1	3	District Administrator 3 years at Mill Creek Elementary. Worked with Curriculum and Instruction to increase learning gains in all students, with at focus on the lowest 25%. Worked with teachers to improve and strengthen instructional practices. Mill Creek A school years.
Curriculum Resource Coordinator	Elizabeth Haas	BS Clothing, Textiles, and Merchandising, and MA Education Administration	3	2	Worked to build good character inspire a love of learning in teachers and students. Worked with curriculum and instruction to maximize the learning of all students.

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading	Terri Roberts	Elementary Ed Grades 1-6 ESOL K-12 Reading Endorsement Bachelors of Science in Elementary Education Masters in Curriculum and Instruction: Reading	5	10	Zelwood Elementary School- C to and A Otis Mason Elementary- B to and A Liberty Pines Academy- A
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.District Staff job fairs, New teacher mentor program Intensive staff development program	Principal, Asst. Principal, Curriculum Resource Coordinator, PLC Chairs	On-going	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
74	1%	24%	43%	28%	42%	96%	17%	5%	72%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Whittington	Andrea Bell	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Diana Hoelle	Jacqui Konecny	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Natalie Gitto	Bonnie Palmer	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Joyce Thompson	Mandy Badge	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Joy Reichenberg	Janice Jones	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Joy Reichenberg	Necia Carroll	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Roxanne O'Brien	Sarah Porter	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Roxanne O'Brien	Lisa Simms	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Stephen Kirsche	Karen Humphreys	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Alex Martin	Katie McGillin	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Mary Townsend	Cherie Stucki	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Jason Ferrara	Ross Kindler	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Jeanette Gilbes	Sarah Faulhefer	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Terri Roberts	Laura Rogers	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Joyce Hunter	Megan Peek	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Kerry Hickey	Michelle Graham	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Donna Hale	Michelle Matthews	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Margaret Whittworth	Sherry Ryan	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio
Lynette Knox	Katie Raiford	to develop a portfolio to verify educator competencies	weekly meetings and review of portfolio

Additional Requirements

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Provides Leadership for the team based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions.

Curriculum Resource Coordinator: Provides leadership for RtI team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in development of RtI Plans in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

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

The RtI team meets weekly on Mondays AM and PM. Curriculum Resource Coordinator Lisa Haas is the RtI Chairman. Notes are taken weekly and plans are reviewed. The team has identified baseline criteria for those students who require an RtI plan. Data is reviewed on a student by student basis and fidelity checks are conducted by administration as to appropriateness of the intervention. The team problem solves with the teachers to determine effective interventions. Data is again reviewed and students move to more or less intense interventions if needed.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students. The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 points are collected every two weeks within a 6 week period. That data is reviewed and charted to determine how the student is progressing according to grade level expectations as well as class performance. Data sources used are fluency probes, reading assessments, standardized assessments and online assessments.

Describe the plan to train staff on MTSS.

This is the fifth year of implementation of RtI at Liberty Pines. Staff members began training in 2007 and will continue this year. The Curriculum Resource Coordinator and Assistant Principal as well as district staff have provided training for staff on the RtI process.

Describe plan to support MTSS.

Daily intervention programs in reading and math provided by instructional staff and ESE team. Programs and related technology provided by administration and supported by Instructional Literacy Coach.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team: The Literacy Leadership team and Reading/Media Team are synonymous. The team is comprised of the Principal, the Assistant Principal, the Curriculum Resource Coordinator, Media Specialist and grade level teacher members.

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

The Literacy Leadership Team meets with cluster groups of teachers monthly for the purpose of alignment of reading goals, development of scope and sequence for research based-learning and implementation of summer reading goals.

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

The major initiative this year is two-fold. It is to expand the use of data to drive instruction and to develop research requirements within grade levels.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Reading will be the responsibility of every teacher, as outlined in the Common Core State Standards (CCSS). Content area teaching will be inclusive of reading strategy instruction. Teacher evaluation protocols include the implementation of these reading strategies in all content areas.

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		

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>Ia.1. Lowest 25% of students in reading</p>	<p>Ia.1. Implement reading strategies in Middle Grades Critical Thinking, Increased development of Tier II strategies within all language arts classrooms, added intervention block in grades K-5, Quarterly observations and lesson modeling within all classrooms by instructional coach, Use Kagan Strategies. before and after school interventions.</p>	<p>Ia.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, teachers, tutors</p>	<p>Ia.1. Curriculum Resource Coordinator to review lesson development quarterly. Instructional Literacy Coach conducts observations and models lessons. Administrators to observe effectiveness of tiered interventions for struggling students. Data collection, review of data notebooks</p>	<p>Ia.1. Fidelity Checklist FAIR, Discovery Education, Read Naturally Assessments, Fluency Probes, Theme Skills Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012/2013, 29% of Liberty Pines Academy students will achieve proficiency on the FCAT.							
	26% (204)	29%					
		1a.2.	1a.2. Use FOCUS comprehension tiered lessons in all classes grades 3-5	1a.2. Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional coach, teachers	1a.2. Administrative observations	1a.2. FOCUS assessments	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1b.1. Child's inability to follow directions.</p>	<p>1b.1. Provide instruction in Access Points</p>	<p>1b.1. ESE Teacher Assistant Principal</p>	<p>1b.1. Assistant Principal to review material alignment guide for Florida Access Points with ESE Team</p>	<p>1b.1. Unique Learning System</p>		
<p>Reading Goal #1b: <i>In 2012/2013 the goal will be to maintain current performance level.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1)</p>	<p>100%</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	
		<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Students whose Developmental Scale Score falls between the midpoint of Level 3 and above and the midpoint of 4 and below.</p>	<p>2a.1. Implement reading strategies in Middle Grades Critical Thinking, develop FAIR probes to be used in all language arts classroom, quarterly observations and lesson modeling within all classrooms by Instructional Coach, Kagan Strategies, before and after school interventions, Use of comprehension lessons for all students grades 3-8.</p>	<p>2a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>2a.1. Curriculum Resource Coordinator and Assistant Principal to review lesson development quarterly. Instructional Literacy Coach conducts observations and models lessons. Following observation and modeling, review of FAIR probe data, Discovery Education Data and Read About Assessments.</p>	<p>2a.1. FAIR Discovery Education Theme Skills Tests, story tests, Read About</p>		
<p><u>Reading Goal #2a:</u> In 2012/2013, 61% of Liberty Pines Academy students will achieve a Level 4 or 5 on the FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>58% (449)</p>	<p>61%</p>					

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

		2a.2. Lowest 25% of students	2a.2. Implement reading strategies in Middle Grades critical thinking, develop FAIR probes to be used in all Language Arts classroom, quarterly observations and lesson modeling within all classrooms by instructional coach, Kagan Strategies Increase development of Tier II strategies within all LA classrooms	2a.2. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers	2a.2. Curriculum Resource Coordinator and Assistant Principal to review lesson development quarterly. Instructional Literacy Coach conducts observations and models lessons. Following observation and modeling, review of FAIR probe data, Discovery Education Data and Read About Assessments.	2a.2. FAIR Discovery Education Theme Skills Tests, story tests, Read About assessments	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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

Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Students whose Developmental Scale Score falls midpoint of Level 2 and above and the midpoint of Level 3 and below.</p>	<p>3a.1. Implement reading strategies in Middle Grades Critical Thinking, develop FAIR probes to be used in all language arts classroom, quarterly observations and lesson modeling within all classrooms by Instructional Coach, Kagan Strategies, before and after school interventions.</p>	<p>3a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>3a.1. Curriculum Resource Coordinator and Assistant Principal to review lesson development quarterly. Instructional Literacy Coach conducts observations and models lessons. Following observation and modeling, review of FAIR probe data, Discovery Education Data and Read About Assessments.</p>	<p>3a.1. FAIR Discovery Education Theme Skills Tests, story tests, Read About.</p>		
<p><u>Reading Goal #3a:</u> In 2012/2013, 77% of Liberty Pines Academy students will make learning gains on the FCAT in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77%</p>	<p>80%</p>					

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

		3a.2. Lowest 25% of students	3a.2. Implement reading strategies in Middle Grades critical thinking, develop FAIR probes to be used in all Language Arts classroom, quarterly observations and lesson modeling within all classrooms by instructional coach, Kagan Strategies Increase development of Tier II strategies within all LA classrooms	3a.2. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers	3a.2. Curriculum Resource Coordinator and Assistant Principal to review lesson development quarterly. Instructional Literacy Coach conducts observations and models lessons. Following observation and modeling, review of FAIR probe data, Discovery Education Data and Read About Assessments.	3a.2. FAIR Discovery Education Theme Skills Tests, story tests, Read About	
		3a.3.	3a.3. Increase reading strategies instruction in learning strategies Direct instruction in key reading strategies for informational text.	3a.3. Principal, Assistant Principal, Teachers, Curriculum Resource Coordinator	3a.3. Administrative Observations Review of comprehension assessments grades 3-8	3a.3 Interactive Reader and Writer for Strategic Reading Support	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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

Reading Goal #3b: <i>100% of students taking the FL Alternative Assessment will make learning gains in reading during the 2012-2013 school year.</i>	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
	0% (1)	100%					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Absenteeism</p>	<p>4a.1. Enforce school wide system of addressing chronic absenteeism as outlined in staff handbook.</p>	<p>4a.1. Principal, Assistant Principal, Teacher, Computer Operator, Dean, Guidance Counselor</p>	<p>4a.1. Review of attendance data</p>	<p>4a.1. eSchool Plus attendance record</p>		
<p><u>Reading Goal #4a:</u> In 2012/2013, 81% of Liberty Pines Academy's lowest 25% will achieve learning gains in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>80%</p>	<p>82%</p>					

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

		4a.2. Quality of reading material, amount of reading completed by each student. Difficulty with text complexity.	4a.2. . Development of scope and sequence for reading through Literacy Leadership Team, development of school-wide Accelerated Reader goals, establishment of summer reading goals. Direct instruction of reading strategies for interacting with informational text.	4a.2. Teacher, Assistant Principal, Curriculum Resource Coordinator, Literacy Leadership Team	4a.2. Review of data as to number of students meeting AR goals, development of scope and sequence for reading projects. Comprehension Assessments	4a.2. AR, Scope and sequence of project reading, summer reading and novel studies, Discovery Education Probes, Breakaway, Buckle down Reading, Interactive Reader and Writer with Strategic Reading Support	
		4a.3 Interest Level	4a.3. Kagan strategies	4a.3. Principal, Assistant Principal, Curriculum Resource Coordinator Kagan Team, all teachers	4a.3. Classroom observations	4a.3. Interest surveys	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<u>Reading Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					

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

		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N/A		A 10% reduction of achievement gap in reading				
<u>Reading Goal</u> #5A: N/A							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state approved data	TBD					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state approved data	TBD					
		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		

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Reading Goal #5D:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Pending state approved data</p>	<p>TBD</p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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>		

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state approved data	TBD					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

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

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The focus of the Language Arts PLC is to develop a vertical alignment of skills, and review the curriculum map.	K-8	Laura Rogers	Curriculum Resource Coordinator, Assistant Principal, Principal K-8 teacher representatives	Early Release Days 1 time per month	PLC minutes will be posted on conference folder, administration observations of common language in classrooms, use of common writing rubrics	Principal, Assistant Principal, PLC Chair
PD for staff will focus on reading strategies and web sources for LA provided by St. Johns Cty School District (SJCSD).	K-8	teacher experts in designated areas	Instructional Staff	8 times per year	Administration observation of writing rubrics in room, learning goals, use of writing/LA websites and resources, AR goals met	Principal, Assistant Principal, Curriculum Resource Coordinator And Media Specialist

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To implement Tier II interventions before and after school to assist struggling students	Florida Center for Reading Research center activities, Phonics for Reading, Read Naturally, FOCUS Comprehension, Buckle Down Reading, Soar to Success	Supplemental Academic Instruction	\$8,000.00
Subtotal: \$8,000.00			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Students will increase reading skills	Accelerated Reader, Read Naturally, Read Write and Type. Earobics, Lexia Reading Systems, Read About	PTO, Extended Day Funds	\$5,000.00
Subtotal: \$5,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To increase knowledge of reading strategies and curriculum maps	Teacher development strategies for informational reading, Quadrant "D" resources	Extended Day funds	\$1,000.00
Subtotal: \$1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$14,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

1. Students scoring proficient in Listening/Speaking.	1.1. Inability to speak English	1.1. Rosetta Stone Translation Dictionaries Language for Learning	1.1. Guidance	1.1. Progress Monitoring through formative and summative assessments	1.1. CELLA	
<u>CELLA Goal #1:</u> In 2012/2013, ELL students will perform at a proficiency level of 50% in Listening/Speaking.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	47% (8)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. Students scoring proficient in Reading.	2.1. Inability to speak English	2.1. Rosetta Stone Translation Dictionaries Language for Learning	2.1. Guidance	2.1. Progress Monitoring through formative and summative assessments	2.1. CELLA	
<u>CELLA Goal #2:</u> In 2012/2013, ELL students will perform at a proficiency level of 21% in Reading.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	18% (3)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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	

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

3. Students scoring proficient in Writing.	2.1. Inability to speak, read, write English	2.1. Rosetta Stone Translation Dictionaries Language for Learning	2.1. Guidance	2.1. Progress monitoring, formative and summative assessments	2.1. CELLA	
CELLA Goal #3: <i>In 2012/2013, 15% of ELL students will perform at a proficiency level of 15% in Writing.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	12%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of CELLA Goals

Elementary and Middle School Mathematics Goals (K-8)*

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

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

	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. Lowest 25% of students in math	1a.1. Implement an intensive math program in the Middle Grades, Increased development of Tier II strategies with in all math classrooms, Develop Discovery Education Probes, Fluency Test, Kagan Strategies	1a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers, RtI team	1a.1. Administrators to observe effectiveness of tiered interventions for struggling students, Teachers to track progress of all data, data notebooks	1a.1. Discovery Education , Envision Math Chapter Assessments, Fluency Assessment, Placement Assessment, Data Notebook Do the Math! Assessments		

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

<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In 2012-2013, 28% of Liberty Pines elementary grade students will achieve proficiency (Level 3) in mathematics.</p> <p>27 % of Middle School students will achieve proficiency in mathematics.</p>							
	<p>Elem: 25% (109) Middle Grades: Middle Grades: 24% (111)</p>	<p>Elem: 28% Middle Grades: 27%IP</p>					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p><u>Mathematics Goal #1b:</u> <i>In 2012/2013, the goal will consist of maintenance of current performance.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	100% (1)	100%					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Students whose Developmental Scale Score fell between the midpoint of Level "3" and above and midpoint of Level "4" and below. Students who struggle understanding geometry and measurement.</p>	<p>2a.1. Review Scale Score data, Increased development of strategies within all math classrooms, Discovery Education Testing (3 times), Chapter Test, Fluency Test, Kagan Strategies, Strategies to increase Spacial awareness</p>	<p>2a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers, RtI team</p>	<p>2a.1. Teacher reviews assessment data; Principal, Assistant Principal and Curriculum Resource Coordinator observe effectiveness of interventions, RtI team charts progress</p>	<p>2a.1. Discovery Education , Envision Math Chapter Assessments, Fluency Assessment, Placement Assessment, Data Notebook</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In 2012-2013, 58 % of Liberty Pines elementary grade students will achieve a 4 or 5 on FCAT Math.</p> <p>44% of Middle Grades Students will achieve a 4 or 5 on FCAT Math.</p>							
	<p>Elem: 55% (238)</p> <p>Middle Grades: 41% (194)</p>	<p>Elem: 58%</p> <p>Middle Grades: 44%</p>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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

<p><u>Mathematics Goal #2b:</u> All students will score at or above level 7 in math taking the FL Alternative Assessment in the 2012-2013 school year.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (1)</p>	<p>100%</p>					
		<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	
		<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	<p>2b.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Lowest 25% of Students Target students who are weak in geometry skills and measurement</p>	<p>3a.1. Develop common vocabulary for K-8 students, Develop common fluency probes, Kagan Strategies, Curriculum mapping, strategies to increase spatial awareness</p>	<p>3a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>3a.1. Record and graph data</p>	<p>3a.1. Discovery Education Assessment, Envision Math Chapter Assessments, Fluency Probes</p>		
<p><u>Mathematics Goal #3a:</u> In 2012-2013, 77% of the students will achieve learning gains in math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>83%</p>	<p>85%</p>					

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

		3a.2. Students whose Developmental Scale Score fell between the midpoint of Level "2" and above and midpoint of Level "3" and below	3a.2. Kagan Strategies, learning stations, Common language across grade level	3a.2. Principal, Assistant Principal, Teachers	3a.2. Fidelity checks, data graphing	3a.2. Teacher survey, Envision Math Assessments, Discovery Education Data notebooks	
		3a.3.	3a.3. Target specific students for Intensive Middle Grade math instruction	3a.3. Principal, Assistant Principal, Teachers	3a.3. Administrative Instructional Coach Observations	3a.3. Buckle Down Math, Do the Math Assessments	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>All students taking the FL Alt Assessment will make learning gains in 2012-2013</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	0% (1)	100%					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Students performing below expected level. Target students who struggle understanding geometry and measurement.	4a.1. Develop Discovery Education probes for assessment, Kagan Strategies, Envision Math on-line tools, small group instruction, strategies to increase special awareness	4a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers	4a.1. Review math data, administrators to observe effectiveness of Tier II interventions for struggling students	4a.1. Discovery Education Assessments, Envision Math Assessments, Fluency Probes, placement assessment		

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

<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012-2013, 69% of Liberty Pines Lowest 25% will achieve learning gains in mathematics							
	65%	68%					
		4a.2. Absenteeism	4a.2. Enforce school wide system of addressing chronic absenteeism as outlined in staff handbook.	4a.2. Principal, Teacher, Computer Operator, Assistant Principal, Counselor	4a.2. Review attendance data	4a.2. eSchool Plus attendance record	
		4a.3. Interest Level	4a.3. Kagan Strategies, Hands-on activities	4a.3. Principal, Assistant Principal, Teachers	4a.3. Classroom observations	4a.3. Interest Survey	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		

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

<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		A 10% reduction of achievement gap in reading				

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

<p><u>Mathematics Goal #5A:</u> <i>In 2012/2013, Liberty Pines Academy will reduce the achievement gap in mathematics by 10%.</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>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u> N/A</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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

	Pending State Approved Data	N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> TBD	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	TBD					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	TBD					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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>TBD</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	Pending State Approved Data	TBD					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary and Middle School (K-8) Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving						

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

	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.	1.1.	1.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers	1.1.	1.1. Discovery Education Envision Math Chapter Assessments, Fluency Assessment, Placement Assessment, Data Notebook		
<u>Algebra Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u> 0%	<u>2013 Expected Level of Performance:*</u> 0%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Students not meeting performance requirements for the advanced level course	2.1 Proficient, differentiated math strategies Kagan strategies	2.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers	2.1. Formative, Summative. Discovery Education	2.1. Algebra EOC exam		
Algebra Goal #2: <i>In 2012/2013, the goal is to maintain current level of performance on the Algebra EOC exams.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (68)	100%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		A 10% reduction on the achievement gap in Algebra				
<u>Algebra Goal #3A:</u> <i>In 2012/2013, Liberty Pines Academy will reduce their achievement gap in Algebra by 10%.</i> Pending State Approved Data							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Algebra Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra Goal #3C:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	TBD					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra Goal #3D:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	TBD					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Approved Data	TBD					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Geometry Goal #1:</u> TBD	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal #2:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>		<p>A 10% reduction in the achievement gap in Geometry</p>				

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

<p><u>Geometry Goal #3A:</u> <i>In 2012/2013, Liberty Pines Academy will reduce their achievement gap in Geometry by 10%.</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>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> TBD	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		

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

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> TBD	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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

Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
TBD							
	N/A	N/A					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (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>						
<small>PD Content /Topic and/or PLC Focus</small>	<small>Grade Level/ Subject</small>	<small>PD Facilitator and/or PLC Leader</small>	<small>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</small>	<small>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</small>	<small>Strategy for Follow-up/Monitoring</small>	<small>Person or Position Responsible for Monitoring</small>

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

The focus of the District Math Cadre will be on developing vertical alignment between the grade levels and establishing a common language across the grade levels, implementing Common Core Standards	K-8	District Staff	K-8 Grade Level Representatives	District Staff Development Early release days 8 times a year.	Cadre minutes will be posted on conference folder, administration observations of common language in classrooms	Principal Assistant Principal Curriculum Resource Coordinator
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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Direct Instruction in mathematical concepts	Do the Math!	Extended Day	\$2,600.00
Subtotal: \$2,600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of educational websites to enhance concepts and skills	Brain Pop, Brain Pop Jr., Discovery Education	PTO	\$4,000.00
Subtotal: \$4,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Develop common language	A list of common math terms to use K-8	School	\$0.00
Develop vertical planning	Envision Math Series, Common Core State Standards	School	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Use of Data Notebooks	A common use of Data Notebooks to use K-8	School	\$500.00

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

Math Night	A local business will host the event for students to help make connections math concepts to real world applications.	Local Business	\$100.00
Subtotal: \$600.00			
Total: \$7,200.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. The lowest 25% of students in science</p>	<p>1a.1. Development of a Science Resource Room increased development of tier II strategies, development of Discovery Education science probes, use of investigative process in middle grades, Kagan Strategies. Inquiry-based instruction use of Activities before Curriculum; focus on Activity Before Curriculum (ABC)</p>	<p>1a.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>1a.1. Administrators to observe effectiveness of Tier II strategies, Teachers will review Discovery Education data and probe responses, Logs in the Science resource room</p>	<p>1a.1. Use of Discovery Education Data Use of Science Probes, chapter tests</p>		
<p><u>Science Goal #1a:</u> In 2012-2013, 48 % of Liberty Pines' students will achieve proficiency in science.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	47%(108)	48					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.							
<u>Science Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>1b.1 Those students whose Developmental Scale score falls between the midpoint of Level "3" and above and Level "4" and below</p>	<p>1b.1 Increased development of tier II strategies, development of Discovery Education science probes, use of investigative process in middle grades, Kagan Strategies</p>	<p>1b.1 Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>1b.1 Evaluation of Discovery Education Data assessments and probes, Logs in the Science resource room</p>	<p>1b.1 Discovery Education Assessments and Probes, Chapter/topic tests, performance assessments, labs</p>		
<p><u>Science Goal #2a:</u> In the 2012-2013 school year 36% of students at Liberty Pines will achieve a Level 4 or higher on the FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>34% (79)</p>	<p>36%</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>	

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<u>Science Goal #2b:</u> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
	N/A	N/A					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Science Professional Development

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

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The District Science Cadre will be on scientific problem solving as well as establishing a common Language.	K-8	District Staff	K-8 teacher representatives	Early Release Days 8 times a year	Cadre minutes will be posted on conference folder, administration observations of common language in classrooms	Principal, Assistant Principal, Curriculum Resource Coordinator

End of Science Goals

Writing Goals

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

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

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

<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1.1. Interest level</p>	<p>1.1. Kagan Strategies, Use of Lucy Caulkins, Melissa Forney and online writing resources, 6 Traits Writing</p>	<p>1.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teacher</p>	<p>1.1. Administration Observation, District Prompts</p>	<p>1.1. Prompt scores, Interest Surveys</p>		
<p><u>Writing Goal #1a:</u> In 2012 - 2013, 90% of the students will obtain a level 4.0 or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>88%</p>	<p>90%</p>					
	<p>1.2. Inconsistency with rubric usage</p>	<p>1.2. PLC development of school wide rubric, Professional development on new school rubric, teacher modeling of rubric usage</p>	<p>1.2. Principal, Assistant Principal, Teachers, Instructional Coach</p>	<p>1.2. Observation, Teacher feedback</p>	<p>1.2. Surveys</p>	<p>1a.2.</p>	
		<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	

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

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1.1. Interest level</p>	<p>1.1. Kagan Strategies, Use of Lucy Caulkins, Melissa Forney and online writing resources, 6 Traits Writing</p>	<p>1.1. Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers</p>	<p>1.1. Administration Observation, District Prompts</p>	<p>1.1. Prompt scores, Interest Surveys</p>		
<p>Writing Goal #1b: In 2012 - 2013, 100% of the students will obtain a level 4.0 or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1)</p>	<p>100% (1)</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	
		<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	

Writing Professional Development

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

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The District Language Arts/ Writing Cadre is to create a common writing Language across the grade levels: To develop a vertical alignment of skills, and develop a school wide writing rubric.	K-8	District Staff	K-8 Grade Level Representatives	Early Release days 8 times a year	Cadre minutes will be posted on conference folder, administration observations of common language in classrooms, use of common writing rubrics	Curriculum Resource Coordinator
PD for staff will focus school wide writing rubric, Common Core implementation and web sources for writing.	K-8	PLC Leader and other instructional staff experts	All instructional staff	Staff development days	Administration observation of writing rubrics in room, use of writing websites and resources	Principal Assistant Principal PLC Leader

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Lowest 25% of students, developing a K-7 scope and sequence for understanding civics</p>	<p>1.1. Use of Civics vertical curriculum mapping throughout grade levels Implementation of reading strategies Critical Thinking</p>	<p>1.1. Principal, Assistant Principal, ILC, Teachers</p>	<p>1.1. District created formative assessments</p>	<p>1.1. Civics EOC exam</p>		
<p><u>Civics_Goal #1:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Lowest 25% of students</p>	<p>2.1. Use of Civics vertical curriculum mapping throughout grade levels Implementation of reading strategies Critical Thinking</p>	<p>2.1. Principal, Assistant Principal, ILC, Teachers</p>	<p>2.1. District Created formative assessments</p>	<p>2.1. Civics EOC exam</p>		
<p><u>Civics Goal #2:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

Civics Professional Development

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

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
The district cadre focuses on vertical alignment of Civics vocabulary and curriculum throughout the grade levels	K-8	District Staff	Grade level teachers, curriculum resource coordinator, ILC	Early release days 8 times a year	Cadre minutes posted on conference folder, administration observation of use of common vocabulary in classrooms	Principal, Assistant Principal, Curriculum Resource Coordinator

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Attendance	1.1. Parents/ Guardians support	1.1. attendance and tardy procedures, hold parent meetings to support attendance procedures, identify students who had 10 or more absences from previous school year	1.1. Principal, Assistant Principal, Computer Operator	1.1. Review attendance data	1.1. eSchool+ attendance		
Attendance Goal #1: In 2012-2013, Liberty Pines Academy daily attendance will maintain at 96%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	96%					
	<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>					
	282	275					
	<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>					
	6	4					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
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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
	Training staff in Attendance procedures	All K-8 Staff	Lisa Haas	All K-8 Staff	In-service Days and/or Staff Meetings	Review of attendance data	Lisa Haas

End of Attendance Goals

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

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. Student buy-in to Positive Behavior Support (PBS).	1.1. To educate the students on PBS and develop closer relationships with peers and staff	1.1. Dean, Assistant Principal, Guidance counselors	1.1. Swiss Data	1.1. Swiss Data		
Suspension Goal #1: In 2012 -2013, the Liberty Pines Academy students will decrease the number of suspensions to 100.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	115	100					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	15	12					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	11	9					

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

		1.2. Student buys into The Seven Habits of Highly Effective People	1.2. To educate the students on the Seven Habits in grades K-8.	1.2. Dean, Principal, Assistant Principals, Guidance Counselors, Teachers	1.2. Swiss Data	1.2. Swiss Data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Climate and Culture PLC	Kindergarten-8	Debbie DuBose	K-8 representatives	Early Release Wednesday, 3 times a year	Sharing monthly strategies with staff and Monthly reporting of data to staff	Assistant Principal, Guidance Counselor

End of Suspension Goals

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

Goal(s)	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>	1.1. Working parents Lack of volunteer clearance of some parents	1.1. Increase opportunities for parents to help/ participate from home Post volunteer requirements on websites/ newsletters	1.1. Administration, PTO	1.1. Volunteer log in records	1.1. Volunteer Data Survey		
<i>In 2012/2013 parental involvement will increase by 3%</i>	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	36%	39%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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
Implement annual Curriculum chats, advertise volunteer Opportunities through Newsletters and Webpage	Parents	Judith Thayer	Parents, & school wide	Monthly PTO meetings, Parent Information Meetings	Interest Survey	Principal, Assistant Principals
Community Leaders Day	K-8	SAC Co-Chairs	Parents, Community Leaders, K-8 Students	Once a year, the date will be determined by the Principal	Interest Survey	Principal, Assistant Principals, SAC Co-Chairs
Math Night	Parents, K-5 students	SAC Co-Chairs	Parents, Community Leaders, K-5 students	One to two times a year, the date will be determined by the Principal	Feed Back survey	Principal, Assistant Principals, SAC Co-Chairs

End of Parent Involvement Goal(s)

Additional Goal(s)

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

Character Counts	Problem-Solving Process to Increase Student Achievement						

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal:	1.1. Lack of parent response to survey	1.1. To make access to survey easier	1.1. Dean, Curriculum Resource Coordinator	1.1. Review of survey results and parent feedback	1.1. Survey		
<u>Additional Goal #1:</u> In 2012-2013, 96% of our parents will say "Character Counts" will make a positive difference in their child's behavior	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	94%	96%					

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

	1.2. Inconsistent implementati on	1.2. To use PBS in all classrooms, To incorporate the Seven Habits of Highly Effective People, use classroom lessons incorporating the Character Counts pillars	1.2. Principal, Assistant Principal, Guidance Counselors, Teachers	1.2. Observation	1.2. Survey	1.2.	
		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	PLC for Seven Habits of Highly Effective People	K-8	Debbie DuBose	K-8 Grade Level Representatives	Early Release Days 3 times a year	Observation	Principal, Assistant Principal, Guidance Counselor, PLC Chair

End of Additional Goal(s)

Final Budget (Insert rows as needed)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Please provide the total budget from each section.	
Reading Budget	Total: \$14,000.00
Mathematics Budget	Total: \$7,200.00
Science Budget	Total: \$4,000.00
Writing Budget	Total: \$0.00
Attendance Budget	Total: \$0.00
Suspension Budget	Total: 00.00
Dropout Prevention Budget	Total: \$0.00
Parent Involvement Budget	Total: \$0.00
Additional Goals	Total: \$0.00
Grand Total: \$25,200.00	

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the School Advisory Council for the upcoming year.	
Following the SAC’s book on Steven Covey’s “The Leader In Me,” the SAC decided to develop opportunities to include community leaders in our student’s lives and to build sustainable community partners. This year the SAC at LPA will build upon the success of our Community’s Leader Day by increasing both the number of leaders that present to our students and the number of classrooms that are included in the presentations. Already, the Community Leaders’ Day has led to LPA becoming the pilot school for the Jacksonville Sharks indoor football team reading incentive program. In addition, we are also expanding the outreach of our curriculum opportunities through our “Winn Dixie Math nights” to include more grade levels. The goal of the math night is to apply real world connections of concepts to the standards that are taught in the classroom.	

Describe projected use of SAC funds.	Amount
If we receive funds, they will be used to assist with the implementation of Math Night, Community Leaders Day, and staff development as needed for our school. All spending will be in line with our School Improvement Plan.	