

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lincoln Park Academy	District Name: St Lucie County Schools
Principal: Alan Cox	Superintendent: Michael Lannon
SAC Chair: Victoria Stalls	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

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Rule 6A-1.099811

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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	Alan Cox	BA in Health Education and Social Studies, MS in Secondary and Elementary Education, EdS in Educational Leadership	5	27	Principal of LPA in 2011-2012 Grade pending, Reading Mastery %, Math Mastery %, Writing %, Science %, Algebra I EOC %. Principal of LPA in 2010-2011 Grade pending, Reading Mastery 78%, Math Mastery 81%, Writing 89%, Science 72%, Black subgroup, Hispanic subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP Principal of LPA in 2009-2010 Grade of A, Reading Mastery 79%, Math Mastery 82%, Writing 92%, Science 65%, Black subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP Principal of LPA in 2008-2009 Grade A, Reading Mastery 77%, Math Mastery 84%, Writing 95+%, Science 68%, Black subgroup did not meet AYP in reading and math, all other subgroups made AYP.
Assistant Principal	David Foxx	BS in Biology Education, MS in Educational Leadership	5	20	AP of LPA in 2011-2012 Grade pending, Reading Mastery %, Math Mastery %, Writing %, Science %, Algebra I EOC %. AP of LPA in 2010-2011 Grade pending, Reading Mastery 78%, Math Mastery 81%, Writing 89%, Science 72%, Black subgroup, Hispanic subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP AP of LPA in 2009-2010 Grade A, Reading Mastery 79%, Math Mastery 82%, Writing 92%, Science 65%, Black subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP AP of LPA in 2008-2009 Grade A, Reading Mastery 77%, Math Mastery 84%, Writing 95+%, Science 68%, Black subgroup did not meet AYP in reading and math, all other subgroups made AYP.

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Assistant Principal	Candace Stone	BA in Speech Communications, MS in Educational Leadership, Certifications in Speech, English, Gifted Education and School Principal	8	11	AP of LPA in 2011-2012 Grade pending, Reading Mastery %, Math Mastery %, Writing %, Science %, Algebra I EOC %. AP of LPA in 2010-2011 Grade pending, Reading Mastery 78%, Math Mastery 81%, Writing 89%, Science 72%, Black subgroup, Hispanic subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP AP of LPA in 2009-2010 Grade A, Reading Mastery 79%, Math Mastery 82%, Writing 92%, Science 65%, Black subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP AP of LPA in 2008-2009 Grade A, Reading Mastery 77%, Math Mastery 84%, Writing 95+%, Science 68%, Black subgroup did not meet AYP in reading and math, all other subgroups made AYP. 2007-2008 Grade A and made AYP Reading Mastery 78%, Math Mastery 84%, Writing 96%, and Science 66% 2006-2007 Grade A and made AYP Reading Mastery 75%, Math Mastery 84%, Writing 94%, and Science 72% 2005-2006 Grade A and made AYP Reading Mastery 77%, Math Mastery 84%, Writing 97%
Assistant Principal	Thomas Kalamant	BS in Business Administration MA in Education Administration	First year	0	N/A

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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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. New Teacher Orientation	Principal and Assistant Principals	August 6, 2012	
2. Regular Meetings with new teachers	Principal and Assistant Principals	On-going	
3. Interviewing through district pool	Principal and Assistant Principals	April through August	
4. Partnering new teachers with veteran staff	Principal and Assistant Principals	On-going	

Non-Highly Effective Instructors

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

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

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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
101	5% (5)	12% (12)	37% (37)	46% (46)	46% (46)		7% (7)	1% (1)	16% (16)

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
Blacketer, Amanda	Agliadora, Deena	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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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Vandereedt, Sally	Ange, Elmer	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
Raikes, Elizabeth	Burr, Melissa	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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>Albert, Mary Beth</p>	<p>Cappelletti, Josephine</p>	<p>Both in same department</p>	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
<p>Albert, Jason</p>	<p>Dean, Steven</p>	<p>Both in same department</p>	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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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Kuhn, Carol	Koehler, Cameron	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
Creswell, Danita	Cree-Newman, Allison	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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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Reid, Stephanie	Squires, Erin	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
Shields, Jeffrey	Pesula, Megan	Both in same department	<ul style="list-style-type: none"> • Orienting of state/district/school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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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Hosie, Nancy	Hatherill, Charles	Both in same department	<ul style="list-style-type: none"> • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
Cue, Elizabeth	Jensen, Tara	Both in same department	<ul style="list-style-type: none"> • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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.
Brome, Makeda	Walton, David	Both in same department	<ul style="list-style-type: none"> • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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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Brome, Makeda	Macy, Sarah	Both in same department	<ul style="list-style-type: none"> • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Best practices • 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
Title I, Part D
Title II
Title III
Title X- Homeless

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Supplemental Academic Instruction (SAI)
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

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Identify the school-based MTSS Leadership Team.

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

Suggested Members include:

- Administrator(s) Thomas Kalamant
- RTI:B Team Liaison Ryan Weed
- School Counselor(s) Tom Peters, Deloris Johnson, Melanie Baldwin
- Reading Chair * Barbara Walker
- Math Chair* Jeff Shields
- School Psychologist Gary Golbesky
- School-Based ESE Specialist Cindy Gross
- District RTI Specialist Amy Slacum

Secondary
Teacher Representative(s)

John Lesley
Montgomery Applebee
Christine Cardinali
Carol Kuhn
Nadine Drummond
Stephanie Gaskin
John Lesley
Elizabeth Cue
David Wallman
Joyce Smith

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

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

Activities of the Core PST include:

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

<u>RtI Core PST Chair</u>	<ul style="list-style-type: none"> ● Schedules and prepares agenda for Core PST meetings three to four times a school year ● Sends invitations and meeting agenda to all members and/or invitees ● Confirms that personnel responsible for presentations are prepared prior to the meeting ● Facilitates collegial conversation and consensus building while using the <i>data driven "problem-solving"</i> model. ● Keeps conversation on task and focused
<u>Data Keeper</u>	<ul style="list-style-type: none"> ● Provides school-wide data in specialty area for all members to view ● Communicates curriculum, program, procedural or policy concern ● Initiates discussion of the interpretation of the data
<u>Time Keeper</u>	<ul style="list-style-type: none"> ● Provides periodic updates to team member regarding the amount of time left to complete a given task
<u>Recorder</u>	<ul style="list-style-type: none"> ● Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings ● Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval ● Following administrative approval and when appropriate, shares minutes with the school staff

Various School Teams

Each school has a variety of teams (Grade levels, SLC's, Departments, Team leaders, Department Chairs, cross-curricular teams, role-alike teams, etc.). These teams meet weekly or monthly depending on the school's schedule. All teams work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to a member of the PST.

Middle

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Meetings at this level include members of the Core PST meeting with grade level and/or various school teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions. Decisions such as these must be made with PST members.

High

Meetings at this level include members of the Core PST meeting with grade level and/or various school teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. The school counselor, the administrator, and the dean will work together with the various school teams to review data, finalize identification of intervention groups for behavior, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions without participation from the school counselor, administrator, and dean.

Individual PST

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

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

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

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
 - Academic
 - Oral Reading Fluency Measures
 - EasyCBM Benchmark Assessments
 - State/Local Math and Science assessments
 - FCAT
 - Student grades
 - School site specific assessments
 - Behavior
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys
 - Attendance
 - Referrals to special education programs
3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

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Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team at Lincoln Park Academy consists of the English Teachers and Reading Teachers

Allison Newman, 6th grade English Teacher, allison.newman@stlucieschools.org

772-468-5474

Shawn McCarty, 6th grade English Teacher, shawn.mccarty@stlucieschools.org

772-468-5474

Marisa Kopa, 7th grade English Teacher, marisa.kopa@stlucieschools.org

772-46805474

Ryan Weed, 7th grade English Teacher, ryan.weed@stlucieschools.org 772-468-5474

Danita Creswell, 8th grade English Teacher, danita.creswell@stlucieschools.org 772-468-5474

Tracie Krencik 8th grade English Teacher, traci.krencik@stlucieschools.org 772-5474

Camille Michel, 6th grade reading teacher, camille.michel@stlucieschools.org 772-468-5474

Joyce Smith, 6th grade reading teacher, joyce.smith@stlucieschools.org 772-468-5474

Barbara Walker, 7th grade reading teacher, barbara.walker@stlucieschools.org 772-468-5474

Stephanie Gaskins, intensive reading teacher, stephanie.gaskins@stlucieschools.org 772-468-5474

Victoria Farley, 8th grade reading teacher, victoria.farley@stlucieschools.org 772-468-5474

Angela Helseth, 7th grade reading teacher, angela.helseth@stlucieschools.org 772-468-5474

Angela Lewis-Williams, HS reading teacher, angela.lewis-williams@stlucieschools.org 772-468-5474

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

The department chairs meet each month with the district literacy team and then share the information with LPA reading and English teachers for implementation. The teachers also discuss the implementation of the curriculum and make adjustments based on the needs of the students. The team also meets to discuss individual student needs and plans strategies that will assist that student in meeting their reading goals.

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

Implementation of new State Reading Standards, district reading scope and sequence and common core literacy standards. Implementation of the districts literacy protocols and the common core literacy standards within the classroom.

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.

***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 (b) F.S

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

High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g) (j) F.S.

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

Vision: All students receive strategic literacy instruction consistently across the curriculum such that reading and learning improves for all students.

Mission: All students read, learn and engage in all areas of the curriculum at the highest possible levels with success for all.

Objective: To implement a whole school literacy policy

Goals:

Build lexile classroom libraries for all classrooms.

Professional Development Forums that address reading strategies will be held yearly.

All seven strategies will be in place on a regular basis as reported by lesson plans.

All students will receive direct instruction in all academic classes and utilize note taking skills.

Explicit vocabulary instruction, arising from content text will take place in all academic classes.

I. Graphic Organizers / Thinking Maps

Graphic organizers provide students with a visual representation of newly learned concepts.

II. Vocabulary Instruction

Vocabulary instruction cannot just be the realm of the Language Arts, English or Reading teacher. Across all content areas vocabulary needs to be taught. All content area teachers should teach subject specific vocabulary and word families, prefixes, suffixes, word roots, vocabulary journals and word sorts.

III. Writing to Learn

Teachers use writing to learn strategies at the beginning, middle or end of class to inquire, clarify or reflect on the content being learned. Writing helps the student to think about the content. Students may start by writing about what they learned yesterday, reacting to what was learned today and predicting what they may learn tomorrow.

IV. Note-taking

Students are best served by consistency across the content areas. LPA has adopted the note taking techniques.

V. Reciprocal Teaching / Questioning

Principles of reciprocal teaching involve the class working in groups on a piece of text rather than the whole class following the teacher. The small group reads the text together and follows a protocol for predicting, questioning, clarifying, and summarizing, skills that teachers have modeled until students are comfortable in their assigned role. Q cards are also

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available to teach students how to question text until comprehension is achieved. Teachers should refer to QAR.
Print-Rich Environment
All classrooms should strive to be as print and literacy rich as possible. The classroom environment should include:
Classroom Libraries
Reading Strategies
Bulletin Board
Literacy Centers
Technology
Displays should include (but not be limited to):
Student Work
Word Wall – Content Walls
Reading Incentives
Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects
Text Complexity in all subject areas for our middle school and high school.

****High Schools Only***

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

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

We are an Academic Magnet School and have as part of our program International Baccalaureate. These courses focus on the relationships of all the subjects and how they affect their daily lives. They also stress the interconnectivity of each subject and how one works with another. Our students do work with the scientists at Harbor Branch Oceanographic Institute to connect real world research to the classroom. The student activities with the Harbor Branch scientists are hands on and meaningful. The Lincoln Park Engineering program also does a joint project every year with a group of 15 engineers to give our students a real life hands on project. This project is one that provides students with a potential community design project that students must provide a solution for. One the solution is developed they must do the drawing of the project and present to a panel of engineers to be judged.

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?

Lincoln Park Academy has every student in grades 7, 8, 9 and 10 create and update the Choices Career Plan every school year. Once the Choices Plan is created the students focus on career planning. This is done through our social studies classes and focuses on student interest and desire. Students are provided with career information and exploration. Our 9th and 10th graders also work on a personal project as a part of the Middle Years IB program. The 10th graders present their project to a panel of judges during the fall semester.
High school students are also exposed to college admissions and career choices through interaction with college recruiters. Students are also exposed to career options within their high school course selections and have opportunities to take the IB Diploma Program, Dual Enrollment courses at Indian River State College or through areas of interest such as fine and performing arts, engineering, and technology options.

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](#).

Lincoln Park Academy is an academic magnet. It is our expectation that students attend postsecondary education. Ninety seven percent of our students attended college, university, or military education programs from the class of two thousand and

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twelve. We use the report to help us guide our students to schools of interest to them. We also use our IB Diploma program, Advanced Placement course success and Dual Enrollment completion as a measure of college success.

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 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, Teachers</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><u>Reading Goal #1a:</u> On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 31%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>28% 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 31%.</p>					

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		1a.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	1a.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	1a.2. Principal, Assistant Principal, Teachers	1a.2. Data from classroom observations using the SLC Framework	1a.2.1 Results of common formative assessments, Benchmark tests, and FCAT.	
		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.	1a.3. Principal, Assistant Principal, Teachers	1a.3. Data from classroom observations using the SLC Frameworks	1a.3.1 Results of common formative assessments, AIMS, Benchmark tests, and FCAT.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
Reading Goal #1b:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
By June 2013, N/A% (#) of students will score at a Level 4, 5, 6 on the FAA Reading Test.							
	N/A% (#) of the are proficient at level 4, 5, and 6 on the FAA Reading Test.	By June 2013, N/A% (#) of students will score at a Level 4, 5, 6 on the FAA Reading Test.					

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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 reading.	2a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	2a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	2a. 1. District Professional Development Team Reading Coach Administration Teacher	2a. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	2a.1. *SLC Framework		
Reading Goal #2a: On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 53%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	On the 2012 FCAT 2.0 Assessment, 49% of students scored at Achievement Levels 4 and 5 in Reading.	On the 2013 FCAT 2.0 Reading assessment, the 49% percentage of students scoring at Levels 4 and 5 will increase to 53%.					
		2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	2a.2. *District Professional Development Team Administration Teacher	2a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework.	2a.2. *SLC Framework	
		3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	3a.3. *Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. *Instructional and peer coaching.	3a.3. * District Professional Development Team Administration Teacher	3a.3. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	3a.3. *Student Responses from teacher made performance task items.	
	2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.						
Reading Goal #2b: By June 2013, (*) % (0) of students will score at a Level 7 on the FAA Reading Test.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	(*)% (0) of the students are proficient at level 7 on the FAA Reading Test.	By June 2013, (*)% (0) of students will score at a level 7 on the FAA Reading Test.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	3a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	3a.1. 1. District Professional Development Team Administration Teacher	3a.1. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	3a.1. *SLC Framework		

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<p><u>Reading Goal #3a:</u> By June of 2013, 83% 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>77% of the made learning gains on the 2011-2012 FCAT 2.0 Reading Test.</p>	<p>By June of 2013, 83% of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.</p>					
		<p>3a.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>3a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.</p>	<p>3a.2. *District Professional Development Team Administration Teacher</p>	<p>3a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.</p>	<p>3a.2. *SLC Framework</p>	
		<p>3a.3. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary</p>	<p>3a.3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.</p>	<p>3a.3. * District Professional Development Team Administration Teacher</p>	<p>3a.3. *The teachers will review assessment data weekly and adjust instruction as needed. *The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>3a.3. * Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT 2.0 assessment.</p>	

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

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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 Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>4A.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>4A1 1.District Professional Development Team Administration Teacher</p>	<p>4A.1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.</p>	<p>4A.1. *SLC Framework</p>		
<p><u>Reading Goal #4a:</u> By June of 2013, 67% of the students will make learning gains on the 2012-2013 FCAT Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>By June of 2012, 65% of the students were making learning gains on the FCAT Reading Test.</p>	<p>By June of 2013, 67% of the will make learning gains on the 2012-2013 FCAT Reading Test.</p>					

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		4a. 2A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	4a.2. *District Professional Development Team Administration	4a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework.	4a.2. *SLC Framework	
		4a.3. *The students come to school with limited background knowledge.	4a.3. *Teachers will utilize ___ (insert resources identified in the Literacy Decision Tree) to support the development of background knowledge deficits. *St. Lucie County literacy routines will support background knowledge through read alouds.	4a.3. * District Professional Development Team Administration Teacher	4a.3. *Administration observation of effective implementation with feedback. *Teacher observation through of cooperative group discussions.	4a.3. * Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT 2.0 assessment.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.				

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Reading Goal #4b: By June 2013 N/A% (#) students in the lowest 25% will make learning gains on FAA Reading.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	N/A% (#) in the lowest 25% made learning gains on FAA Reading.	By June 2013 N/A% (#) students in the lowest 25% will make learning gains on FAA Reading.					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 77% of students were proficient on the 2010-2011 FCAT Reading Assessment.	In June 2012, 77% of students were proficient in Reading increasing from the previous year by 4%.	By June 2013 81% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2014 83% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2015 85% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2016 87% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2017 89% of students will be proficient in Reading increasing from the previous year by 4%.

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<p><u>Reading Goal</u> #5A: By June 2013 81% of students will be proficient in Reading increasing from the previous year by 4%.</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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards.</p>	<p>5B.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>5B.1. Reading and English Teachers, Administrators</p>	<p>5B.1. Using assessment data, teachers will design differentiated lessons which target low performing students, providing them with engaging and challenging work on their cognitive level. Teacher design lesson plans to incorporate teacher directed small groups that target deficiencies. Teachers monitor group activities and mentor struggling students providing research based strategies. Teachers will sprinkle upcoming vocabulary content to students thus enabling them to build background knowledge prior to content Content area teachers are to use reading strategies when introducing content and to scaffold content instruction. PEAK strategies to engage all learners allowing ample opportunities for practice and success.</p>	<p>5B.1. Principal, Assistant Principals, Teachers</p>	<p>5B.1. Weekly assessment of lesson plans and classroom walk-through logs that focus on the frequency of higher order thinking questions and differentiated teacher facilitated small groups. District Literacy Coaching Guide.</p>	
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<u>Reading 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, 84% of white students, 83% of Hispanic students, and 69% of black students will be proficient on the 2012-13 Reading assessment.							
	There were 33% of students not proficient in Reading. 19% of students were Hispanic, 19% of students were Caucasian, 38 % of students were Black. White: 19 % Black:38% Hispanic:19 % Asian: 8% American Indian: N	By June 2013, 83 % of white students, 82% of Hispanic students, and 66% of black students will be proficient on the 2012-13 Reading assessment. White: 83% Black:66 % Hispanic:82% Asian: 8% American Indian: N					

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		5B.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	5B.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction	5B.2. Students need opportunities to practice skills in all content areas.	5B.2. Teacher design lesson plans to incorporate teacher directed small groups that target deficiencies. Teachers monitor group activities and mentor struggling students providing research based strategies. All teachers utilize research-based reading strategies to direct students' understanding of key vocabulary.	5B.2. Principal, Assistant Principals, Teachers	5B.2. Weekly assessment of lesson plans and classroom walk-through logs that focus on the frequency of higher order thinking questions and differentiated teacher facilitated small groups. District Literacy Coaching Guide.
		5B.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency	5B.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning.	5B.3. Students need additional same group mentoring and practice outside of the normal school day.	5B.3. Develop teacher – facilitated after school book clubs allowing student input on book choices. Recruit community volunteers and mentors to struggling students.	5B.3. Principal, Assistant Principals, Teachers	5B.3. Teacher facilitated after school programs. District Literacy Coaching Guide.
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.		

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<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, (*) % (2) of ELL students will make satisfactory progress on the 2012-13 Reading Assessment.							
	(*)% (2) of ELL students made satisfactory progress on the 2011-12 Reading assessment	By June 2013, (*)% (2) of ELL students will make satisfactory progress on the 2012-13 Reading assessment					
		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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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5B.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards.</p>	<p>5B.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>5D.1. All SWD are in an inclusive environment that needs to be adapted to accommodate their individual disabilities</p>	<p>5D.1. Using data from district and classroom assessments teachers will design differentiated lessons when applicable, to target low-performing students providing them with engaging and challenging work for their cognitive level. Teachers will select read-aloud materials that will provide motivation to the students. Students are involved in developing their own PLP and tracking of their progress setting monthly goals.</p>	<p>5D.1. Principal, assistant Principals, Teachers, ESE director, ESE Support instructional teachers</p>	<p>5D.1. Weekly assessment of lesson plans and focused classroom walk-through logs to observe differentiated lessons. District Literacy Coaching Guide.</p>	
<p><u>Reading Goal</u> <u>#5D:</u> By June 2013, 57% of SWD students will make satisfactory progress on the 2012-13 Reading FCAT Assessment.</p>							

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		5B.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	5B.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction	5D.2. SWD need to be part of small group activities and need to feel productive.	5D.2. Teachers in all content areas will infuse reading strategies in lesson plans and instructional delivery and follow IEPS with the support of ESE teachers and staff. Teachers are to design lesson that involve Teaching for Excellence strategies (total response questioning processing loops, deflected questions, deflected answers) that promote the 5 Keys ensuring the sense of belong for the SWD... Teachers will use different modalities when introducing concepts. They will use visual as well as auditory prompts and one step directions.	5D.2. Principal, assistant Principals, Teachers, ESE director, ESE Support instructional teachers	5D.2. Weekly assessment of lesson plans and focused classroom walk-through logs to observe differentiated lessons. District Literacy Coaching Guide.
		5D.3.	5D.3. Teachers need to insure that IEP are followed and progress monitored.	5D.3. Teachers will work closely with ESE, parents, grade group and MTSS team to work on strategies to insure the success of the students.	5D.3. Principal, assistant Principals, Teachers, ESE director, ESE Support instructional teachers	5D.3. Weekly assessment of lesson plans and focused classroom walk-through logs to observe differentiated lessons. District Literacy Coaching Guide.	
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.</p>	<p>5E.1. Economically disadvantaged students often lack the background knowledge and life experiences to connect with content area text.</p>	<p>5E.1 . Teachers will design lesson plans that include the introduction of background knowledge into the curriculum. Teachers will solicit suggestions from student on what they would like to read more about and design lesson around such topic that meet the SSS and benchmark requirements if the district. Teachers will select read-aloud materials that will provide motivation to the students.</p>	<p>5E.1. Principal, Assistant Principals, Teachers.</p>	<p>5E.1. Weekly assessment of lesson plans and focused classroom walk-through logs to observe differentiated lessons. District Literacy Coaching Guide.</p>		
<p><u>Reading Goal #5E:</u> By June 2013, 72% of economically disadvantaged students will make satisfactory progress on the 2012-13 Reading assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70% of economically disadvantaged students made satisfactory progress on the 2012-13 Reading Assessment.</p>	<p>By June 2013, 72% of economically disadvantaged students will make satisfactory progress on the 2012-13 Reading Assessment.</p>					

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		5E.2.	5E.2. Economically disadvantaged students often lack the resources to purchase independent reading material and supplies.	5E.2 Teachers will work with students, parents, administration and community to provide them with resources to help them succeed. Teachers will provide opportunities to use the media center and technology available at the school as well as check out books from the classroom libraries. Teachers will provide students with list of community resources such as the	5E.2 . Principal, Assistant Principals, Teachers.	5E.2. Weekly assessment of lesson plans and focused classroom walk-through logs to observe differentiated lessons. District Literacy Coaching Guide.	
		5E.3	5E.3 Economically disadvantaged students may lack support at home whether due to economical or parental level of education.	5E.3 Organize and implement after-school tutoring core content area reading. Recruit community volunteers and mentors to struggling students.	5E.3 Principal, Assistant Principals, Teachers.	5E.3 Teacher facilitated after school programs. District Literacy Coaching Guide.	

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>

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SLC Framework For Quality Instruction (Framework)	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

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
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:			

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Total:			
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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	
1. Students scoring proficient in Listening/ Speaking.	1.1. ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	1. Language Experience Approach Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration/ /Team or Grade Level Leader	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA	
CELLA Goal #1: <i>Based on the 2012 CELLA data, (*) % of ELL students were proficient in Oral Skills. By June 2013, (*) % of ELL students will score proficient in Oral Skills as measured by CELLA.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>Based on the 2012 CELLA data, (*)% of ELL students were proficient in Oral Skills</i>					

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		1.2.	1.2. Modeling Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration/ /Team or Grade Level Leader	1.2. Classroom Observations utilizing the SLC Instructional Format	1.2. CELLA
		1.3.	1.3. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	1.3. Administration/ /Team or Grade Level Leader	1.3. Classroom Observations utilizing the SLC Instructional Format	1.3. CELLA
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/or Building Prior Knowledge.	2.1. Administration/ /Team or Grade Level Leader	2.1. Formative Assessment	2.1. CELLA	

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<p><u>CELLA Goal #2:</u> <i>Based on the 2012 CELLA data, (*) % of ELL students were proficient in Reading. By June 2013, (*) % of ELL students will score proficient in Reading as measured by CELLA.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><i>Based on the 2012 CELLA data, (*) % of ELL students were proficient in Reading.</i></p>					
		2.2.	2.2. Reading aloud to students helps them develop and improve literacy skills.	2.2. Administration/ /Team or Grade Level Leader	2.2. Timed Student Reading	2.2. CELLA
		2.3	2.3 Vocabulary with context clues.	2.3 Administration/ /Team or Grade Level Leader	2.3 Formative Assessments	2.3 CELLA
<p>Students write in English at grade level in a manner similar to non-ELL students.</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>3. Students scoring proficient in Writing.</p>	<p>2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.</p>	<p>2.1. A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.</p>	<p>2.1. Administration/ /Team or Grade Level Leader</p>	<p>2.1. Journals</p>	<p>2.1. CELLA</p>	

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<p>CELLA Goal #3: <i>Based on the 2012 CELLA data, (*) % of ELL students were proficient in Writing. By June 2013, (*) % of ELL students will score proficient in Writing as measured by CELLA.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
<p><i>Based on the 2012 CELLA data, (*) % of ELL students were proficient in Writing.</i></p>						
		2.2.	2.2. Graphic Organizers	2.2. Administration/ /Team or Grade Level Leader	2.2. Student Work	2.2. CELLA
		2.3	2.3 Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	2.3 Administration/ /Team or Grade Level Leader	2.3 Student Writing Samples	2.3 CELLA

CELLA 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>
<p>Subtotal:</p>			
<p>Technology</p>			

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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

Middle School Mathematics Goals

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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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		

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>Not enough of our level 3 students are moving from level 3 to level 4 or 5. Level 3 students are not showing proficiency in math skills at the levels anticipated.</p>	<p>Using the NGSSS and CCSS for mathematics, along with Teaching for Excellence strategies, which require students to use higher order thinking, manipulate concrete objects, use technology, and help build strong teacher/student relationships, and read and write in mathematics. Teachers will align their lessons with the required standards, teaching units using the district scope and sequence. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students</p>	<p>Principals, Assistant Principals, Teachers</p>	<p>Weekly assessment of lesson plans and using informal observations to observe teachers using NGSSS and CCSS, Teaching for Excellence strategies that engage students in the learning and the domains from the Art and Science of Teaching.</p>	<p>District math benchmark assessment, data from teacher made tests and class projects. Common assessments at the end of the first semester and/or end of course exams.</p>		
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		for success. The addition of new textbooks for all math courses will promote better lesson planning along with the district scope and sequence, State NGSSS and CCSS.					
On the 2013 FCAT 2.0 Math assessment, the percentage of students scoring at Level 3 will increase to 38% .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% of students scored at Achievement Level 3 in Math on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Math assessment, the percentage of students scoring at Level 3 will increase to 38% .					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							

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<p><u>Mathematics Goal</u> #1b: By June 2013, (N/A) % (0) of students will score at a Level 7 on the FAA Math Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A% (#) of the are proficient at level 4, 5, and 6 on the FAA Math Test.</p>	<p>By June 2013, N/A% (#) of students will score at a Level 4, 5, 6 on the FAA Math Test.</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>		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>For a student to achieve a level 4 or 5, they will have a general love for math. With that comes a strong relationship with their teacher, because that strong relationship will make the student want to be successful. Without that strong relationship, the student won't put forth the effort to achieve a higher level. Student at level 4 or 5 slipping back to a level 4 or level 3 as measured by the EOC or FCAT 2.0.</p>	<p>Using the NGSSS and CCSS for mathematics, along with Teaching for Excellence strategies, which require students to use higher order thinking, manipulate concrete objects, use technology, and help build strong teacher/student relationships, and read and write in mathematics. Teachers will align their lessons with the required standards, teaching units using the district scope and sequence. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students</p>	<p>Principals, Assistant Principals, Teachers</p>	<p>Weekly assessment of lesson plans and focused walk-through to observe teachers using NGSSS , CCSS and Teaching for Excellence based instruction.</p>	<p>District math benchmark assessment and data from teacher made tests. Common assessments at the end of the first semester and/or end of course exams.</p>		
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		for success. The addition of new textbooks for all math courses will promote better lesson planning along with the district scope and sequence, State NGSSS and CCSS.					
Mathematics Goal #2a: On the 2013 FCAT 2.0 Math assessment, the percentage of students scoring at Levels 4 and 5 will increase to 38 %.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	On the 2012 FCAT 2.0 Math Assessment, 35% of students scored at Achievement Levels 4 and 5 in Reading.	On the 2013 FCAT 2.0 Math assessment, the N/A% percentage of students scoring at Levels 4 and 5 will increase to 38 %					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							

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<u>Mathematics Goal</u> #2b: By June 2013, (*)% (0) of students will score at a Level 7 on the FAA Math Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	(*)% (0) of the students is proficient at level 7 on the FAA Reading Test.	By June 2013, (*)% (0) of students will score at a Level 7 on the FAA Reading Test.					
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>Struggling students need to build strong relationships with their teachers in order to feel successful. If a student feels as if the teacher doesn't care about them personally, then they won't put forth the effort to be successful.</p>	<p>Teachers will work in common course areas with the mathematics departmental instructional facilitator to create common unit assessments by objective aligned with the NGSSS and CCSS. Teachers will use results of assessments to drive instruction and help students achieve mastery. Teachers will also use a variety of Teaching for Excellence strategies to help students retain the taught material and to help improve teacher/student relationships. Math mentoring and tutoring after school will also be provided. Teaching for Excellence strategies</p>	<p>Mathematics departmental instructional facilitator, Principal, Assistant Principals, Teachers</p>	<p>Unit assessments based upon NGSSS along with CCSS and organized by objective.</p>	<p>District math benchmark tests, teacher made tests and class projects. Common assessments and/or end of course exams at the end of the semester/year.</p>		
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		also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students for success. The addition of new textbooks for all math courses will promote better lesson planning along the district scope and sequence and State NGSSS and CCSS.					
<u>Mathematics Goal #3a:</u> By June of 2013, 81% of the students will make learning gains on the 2012-2013 FCAT 2.0 Math Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	72% of the made learning gains on the 2011-2012 FCAT 2.0 Reading Test.	By June of 2013, 81% of the students will make learning gains on the 2012-2013 FCAT 2.0 Math Test.					

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>							
<p><u>Mathematics 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>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>		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>Struggling students need to build strong relationships with their teachers in order to feel successful. If a student feels as if the teacher doesn't care about them personally, then they won't put forth the effort to be successful.</p>	<p>Teachers will work in common course areas with the mathematics departmental instructional facilitator to create common unit assessments by objective aligned with the NGSSS and CCSS. Teachers will use results of assessments to drive instruction and help students achieve mastery. Teachers will also use a variety of Teaching for Excellence strategies to help students retain the taught material and to help improve teacher/student relationships. Math mentoring and tutoring after school will also be provided. Teaching for Excellence strategies</p>	<p>Mathematics departmental instructional facilitator, Principal, Assistant Principals, Teachers</p>	<p>Unit assessments based upon NGSSS along with CCSS and organized by objective.</p>	<p>District math benchmark tests, teacher made tests and class projects. Common assessments and/or end of course exams at the end of the semester/year.</p>		
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		also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students for success. The addition of new textbooks for all math courses will promote better lesson planning along the district scope and sequence and State NGSSS and CCSS.					
<p><u>Mathematics Goal #4a:</u></p> <p>By June of 2013, 65% of the students will make learning gains on the 2012-2013 FCAT Math Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	62% of the students made learning gains on the FACT Math Test.	By June of 2013, 65% of the will make learning gains on the 2012-2013 FCAT Math Test.					
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.							
<u>Mathematics Goal #4b:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 63% of students were proficient on the 2010-2011 FCAT Math Assessment.</p>	<p>In June 2012, 66% of students were proficient in Math increasing from the previous year by 4%.</p>	<p>By June 2013 69% of students will be proficient in Math increasing from the previous year by 4%.</p>	<p>By June 2014 72% of students will be proficient in Math increasing from the previous year by 4%.</p>	<p>By June 2015 75% of students will be proficient in Math increasing from the previous year by 4%.</p>	<p>By June 2016 78% of students will be proficient in Math increasing from the previous year by 4%.</p>	<p>By June 2017 82% of students will be proficient in Math increasing from the previous year by 4%.</p>
<p><u>Mathematics Goal #5A:</u> On the 2013 FCAT 2.0 Math assessment, the percentage of students scoring at a level three, four, or five will increase to 70%.</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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>Black: Struggling students need to build strong relationships with their teachers in order to feel successful. If a student feels as if the teacher doesn't care about them personally, then they won't put forth the effort to be successful.</p>	<p>Students whose achievement is at level 1 or 2 will be assigned to Intensive Math courses. If not succeeding by mid-year using assessments and teacher grades, students will be assigned an additional math class or in a student recovery class to take math on E20/20. Math mentoring and tutoring after school will also be provided by the National Honor Society and teachers. Teachers will also use a variety of Teaching for Excellence strategies in their daily lessons, which have been shown to demonstrate improvement in student achievement and to help improve teacher/student</p>	<p>Principals, Assistant Principals, Counselors, Teachers</p>	<p>FCAT 2.0 scores, EOC scores, Benchmark scores, common assessments, and quarterly grades.</p>	<p>District math benchmark assessment, data from teacher made tests and class projects. Common assessments and/or end of course exams at the end of the first semester/year.</p>		
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		<p>relationships. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students for success. The addition of new textbooks for all courses will promote better lesson planning along the district scope and sequence and state NGSSS and CCSS.</p>					
<p><u>Mathematics Goal</u> <u>#5B:</u> By June 2013, 75% of Subgroups by ethnicity students will make satisfactory progress on the 2012-13 Math FCAT 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>					

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	There were 28% of students not proficient in Math. 25% of students were Hispanic, 23% of students were Caucasian, 44 % of students were Black. White: 55 % Black:23% Hispanic:13 % Asian: 5% American Indian:N	By June 2013, 80 % of white students, 78% of Hispanic students, and 62% of black students will be proficient on the 2012-13Math assessment. White: 55% Black:23 % Hispanic:13% Asian: 5% American Indian: N					
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.							
<u>Mathematics Goal</u> #5C: (*)% of ELL	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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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. Students with Disabilities (SWD) not making satisfactory progress in mathematics.							
<u>Mathematics Goal #5D:</u> By June 2013, 65% of SWD students will make satisfactory progress on the 2012-13 Math FCAT Assessment.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	60% of SWD students made satisfactory progress on the 2012-13 Math Assessment.	By June 2013, 65 % of SWD students will make satisfactory progress on the 2012-13 Math Assessment.					

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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		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>Struggling students need to build strong relationships with their teachers in order to feel successful. If a student feels as if the teacher doesn't care about them personally, then they won't put forth the effort to be successful.</p>	<p>Students whose achievement is at level 1 or 2 will be assigned to Intensive Math courses. If not succeeding by mid-year using assessments and teacher grades, students will be assigned an additional math class or in a student recovery class to take math on E20/20. Math mentoring and tutoring after school will also be provided by the National Honor Society and teachers. Teachers will also use a variety of Teaching for Excellence strategies in their daily lessons, which have been shown to demonstrate improvement in student achievement and to help improve teacher/student</p>	<p>Principals, Assistant Principals, Counselors, Teachers</p>	<p>FCAT 2.0 scores, EOC scores, Benchmark scores, common assessments, and quarterly grades</p>	<p>District math benchmark assessment, data from teacher made tests and class projects. Common assessments and/or end of course exams at the end of the first semester/year</p>		
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		<p>relationships. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students for success. The addition of new textbooks for all courses will promote better lesson planning along the district scope and sequence and state NGSSS and CCSS.</p>					
<p><u>Mathematics Goal #5E:</u> By June 2013, 68% of ED students will make satisfactory progress on the 2012-13 Math FCAT Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	65% of ED students made satisfactory progress on the 2012-13 Math Assessment.	By June 2013, 68 % of ED students will make satisfactory progress on the 2012-13 Math Assessment.					

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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 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.							
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							
<u>Mathematics Goal #3:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.							
<u>Mathematics Goal #4:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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<p><u>Algebra Goal #1:</u> <i>By June 2013, 90% of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>87% of the students enrolled in Algebra I were proficient at level 3 or above on the Algebra I EOC.</i></p>	<p><i>By June 2013 90% of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.</i></p>					

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<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>1.3. According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Math.</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</p>	<p>1.2. * St. Lucie County framework</p>		
		<p>1.3. Provide 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 to eliminate misconceptions.</p>	<p>1.3. Administrators Math Coach Department head 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 I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	<p>1.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I 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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding. St Lucie County Framework	2.1. * St. Lucie County framework		
<u>Algebra Goal #2:</u> By June 2013 34% of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29% of the students enrolled in Algebra I are proficient at Level 4 or 5 on the 2011-12 Algebra I EOC assessment.	By June 2013, 34% of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.					

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		2.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2 * District professional development team * Administration *Teacher	2.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework	2.2 * St. Lucie County framework	
		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3 * Pearson enrichment materials will be utilized for differentiated instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	2.3 *Teachers *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	In June 2012, 87% of students were proficient in Alg I increasing from the previous year by 4%.	By June 2013 89% of students will be proficient in Alg I increasing from the previous year by 4%.	By June 2014 91% of students will be proficient in Alg I increasing from the previous year by 4%.	By June 2015 93% of students will be proficient in Alg I increasing from the previous year by 4%.	By June 2016 94% of students will be proficient in Alg I increasing from the previous year by 4%.	By June 2017 96% of students will be proficient in Alg I increasing from the previous year by 4%.

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<p><u>Algebra Goal #3A:</u></p> <p>On the 2013 EOC assessment, the percentage of students scoring at a level three, four, or five will increase to 89%.</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 the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Black: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Hispanic: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities.</p>	<p>3B.1. Provide all students with more practice in solving real world 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 an instructional model that embraces diversity and the brain's natural learning cycle.</p>	<p>3B.1. *Teachers *Department Heads *Administration</p>	<p>3B.1. * Individual and collaborative review of student reflective logs</p>	<p>3B.1. St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	<p>3B.1. * Individual and collaborative review of student reflective logs</p>	<p>3B.1. St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>
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<p><u>Algebra Goal #3B:</u> By June 2013, 89% of white students, 94% of Hispanic students, and 76% of black students will be proficient on the 2012-13 Algebra I EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Students not proficient in Algebra I. 7% of students were Hispanic, 12% of students were Caucasian, 26% of students were Black. Asian:N/A American Indian: N/A</p>	<p>By June 2013, 90% of white students, 95% of Hispanic students, and 80% of black students will be proficient on the 2012-13 Algebra I EOC assessment.</p>					
		<p>BB.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>BB.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>BB.2. * District professional development team * Administration *Teacher</p>	<p>BB.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>BB.2. * St. Lucie County framework</p>	

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		<p>3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>3B.3 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>3B.3 * District professional development team * Administration *Teacher</p>	<p>3B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework</p>	<p>3B.3 * St. Lucie County framework</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:	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.	<p>3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3C.1. * District professional development team * Administration *Teacher</p>	<p>3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>3C.1. * St. Lucie County framework</p>		
<p><u>Algebra Goal #3C:</u></p> <p>By June 2013, (*) % (2) of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	(*)% (2) of ELL students made satisfactory progress on the 2011-12 Algebra I EOC assessment	By June 2013, (*)% (2) of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment					
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. * District professional development team * Administration *Teacher	3C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	3C.2. * St. Lucie County framework	
		3C.3 Students come with limited academic language.	3C.3 Instructional staff will engage students in daily vocabulary activities.	3C.3 * Teachers	3C.3 Academic vocabulary used by students in written and oral responses.	3C.3 * St. Lucie County Benchmarks * Results from the 2013 Algebra I 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 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 Algebra.</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</p>		
<p><u>Algebra Goal #3D:</u> By June 2013, % () of SWD students will make satisfactory progress on the 2012-13 Algebra I 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 I EOC Assessment.</p>	<p>By June 2013, % () of SWD students will make satisfactory progress on the 2012-13 Algebra I EOC 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 * 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	
		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.3 * St. Lucie County Benchmarks * Results from the 2013 Algebra I 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 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.)	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		

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<p><u>Algebra Goal #3E:</u> By June 2013, () % () of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>() % () of economically disadvantaged students made satisfactory progress on the 2012-13 Algebra I EOC Assessment.</p>	<p>By June 2013, () % () of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC 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 * Administration *Teacher</p>	<p>3E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework</p>	<p>3E.2. * St. Lucie County framework</p>	
		<p>3E.3 Students lack the schema necessary to solve real-world problems.</p>	<p>3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.</p>	<p>3E.3 *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 EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	

End of Algebra EOC Goals

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

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Geometry End-of-Course Goals

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

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

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<p>Geometry Goal #1: <i>By June 2013, 45% of students enrolled in Geometry will score in the upper third for the Geometry End of Course Exam.</i></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 40 % of students scored in the upper third</p>	<p><i>By June 2013, 45% of students enrolled in Geometry will score in the upper third for the Geometry End of Course Exam.</i></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</p>	<p>1.2. * St. Lucie County framework</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. Math Coaches Department Heads Teachers	1.3. * Individual and collaborative review of student work	1.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I 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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework		
Geometry Goal #2: By June 2013NA% () of students enrolled in Algebra 1 will achieve Levels 4 or 5 on the 2012-13 Geometry EOC assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A %() of the students enrolled in Algebra I are proficient at Level 4 or 5 on the 2011-12 Geometry EOC assessment.	By June 2013, N/A% () of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Geometry EOC assessment					
		2.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2.2 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2.2 * District professional development team * Administration *Teacher	2.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework	2.2 * St. Lucie County framework	
		2.3 The area of deficiency is teacher understanding of extended thinking practices.	2.3 * Pearson enrichment materials will be utilized for differentiated instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	2.3 *Teachers *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 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	

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	N/A	N/A	N/A	N/A	N/A	N/A
<u>Geometry Goal #3A:</u> NA							
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: Black: Hispanic: Asian: American Indian: The reporting category students struggled the most within on the Geometry EOC assessment was Reporting Category 1- Two Dimensional Figures.</p>	<p>3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid. Provide teachers with support in assisting a student in exploring geometric properties to justify measures and characteristics of polygons. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning</p>	<p>2.3 *Teachers *Department Heads *Administration</p>	<p>2.3 * Individual and collaborative review of student reflective logs</p>	<p>2.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>		
<p><u>Geometry Goal #3B:</u> By June 2013, N/A% () of white students, N/A% () of Hispanic students, and N/A% () of black students will be proficient on the 2012-13 Geometry EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Enter numerical data for current level of performance in this box. White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: NA	Enter numerical data for expected level of performance in this box. White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: NA					
		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 * Instructional coaches * Administration *Teacher	3B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2. * St. Lucie County framework	
		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	
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>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3C.1. * District professional development team * Instructional coaches * Administration *Teacher</p>	<p>3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>3C.1. * St. Lucie County framework</p>		
<p><u>Geometry Goal #3C:</u> By June 2013, (*) % () of ELL students will make satisfactory progress on the 2012-13 Geometry EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>(*)% (2) of ELL students made satisfactory progress on the 2011-12 Geometry EOC assessment</p>	<p>By June 2013, (*)% (2) of ELL students will make satisfactory progress on the 2012-13 Geometry EOC assessment</p>					
		<p>3C.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>3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>3C.2. * District professional development team * Administration *Teacher</p>	<p>3C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework</p>	<p>3C.2. * St. Lucie County framework</p>	

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		3C.3 Students come with limited academic language.	3C.3 Instructional staff will engage students in daily vocabulary activities.	3C.3 * Teachers	3C.3 Academic vocabulary used by students in written and oral responses.	3C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. 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.)	3D.1. * District professional development team * Instructional coaches * Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework		
<u>Geometry Goal #3D:</u> By June 2013, N/A % () of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A% () of SWD students made satisfactory progress on the 2011-12 Geometry EOC Assessment.	By June 2013, N/A% () of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.					
		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 * Administration *Teacher	3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework	3D.2. * St. Lucie County framework	
		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3E.1. * District professional development team * Instructional coaches * Administration *Teacher</p>	<p>3E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.</p>	<p>3E.1. * St. Lucie County framework</p>		
<p><u>Geometry Goal #3E:</u> By June 2013, N/A % () of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A% () of economically disadvantaged students made satisfactory progress on the 2012-13 Geometry EOC Assessment.</p>	<p>By June 2013, N/A% () of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment.</p>					

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		<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 * 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</p>	
		<p>3E.3 Students lack the schema necessary to solve real-world problems.</p>	<p>3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.</p>	<p>3E.3 *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 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	

End of Geometry EOC Goals

Middle School Science Goals

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

Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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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>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1.1 Students do not maintain appropriate motivation and/or see course content as relevant.</p>	<p>1.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform. Provide students with opportunities to discuss, present, and evaluate science concepts and information using primary sources. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.</p>	<p>1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework</p>	<p>1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>1.1. Science FCAT data. District Science benchmark assessments. Data from teacher made tests. SLC Framework. Completion of an original science project.</p>		

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On the 2013 FCAT 2.0 Science assessment, the percentage of students scoring at Level 3 will increase to 74%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	46% of students scored at Achievement Level 3 in Science on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Science assessment, the percentage of students scoring at Level 3 will increase to 50 %.					
		1.2 Teachers vary in the use of effective instructional strategies	1.2. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. Emphasis on appropriate elements from DQ1, DQ2, DQ3 and DQ4. Institute regular, on-going common planning sessions for teachers to ensure that the curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in middle school science.	1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.2 Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.2 Science FCAT data. District Science benchmark assessments. Data from teacher made tests. SLC Framework. Completion of an original science project.	

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		1.3. Student have limited background knowledge	1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge. In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified middle school science benchmarks to maximize opportunities for students to master content	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3 Science FCAT data. District Science benchmark assessments. Data from teacher made tests. SLC Framework. Completion of an original science project.	
		1.4 Students have limited understanding of science processes and their roles in society	1.4 Students will participate in research and research-based activities in order to understand the interconnectivity that science has with real life. DQ4 Elements 21, 22, and 23	1.4 Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.4 School and district assessments will be administered to monitor student progress along with evaluation of scientific projects as determined by use of the common rubric.	1.4 Science FCAT data. District Science benchmark assessments. Data from teacher made tests. SLC Framework. Completion of an original science project.	
<p>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>							

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Science Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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 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 science.</p>	<p>2.1 Students do not maintain appropriate motivation and/or see course content as relevant</p>	<p>2.1 All strategies will include appropriate and intentional CCSS reading and writing literacy standards for science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform and persuade. Provide students with opportunities to discuss, present, integrate, and evaluate science concepts and information using primary and secondary sources. Provide multiple opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, other graphic representations and other scientific research.</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 Science FCAT data. District Science benchmark assessments. Data from teacher made tests. SLC Framework. Completion of an original science project.</p>		
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<u>Science Goal #2a:</u> On the 2013 FCAT 2.0 Science assessment, the percentage of students scoring at Levels 4 and 5 will increase to 20%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	18% of students scored at Achievement Levels 4 and 5 in Science on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Science assessment, the percentage of students scoring at Level 3 will increase to 20 %.					
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.							
<u>Science Goal #2b:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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						
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	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.							
<u>Science Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.							
<u>Science Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Students do not maintain appropriate motivation and/or see course content as relevant.</p>	<p>1.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary sources. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.</p>	<p>1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. Biology Teachers</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. Florida End of Course Biology exam data. SLC Framework. Data from teacher made tests. Completion of an original science project. District-made Biology assessments. Completion of an original science project.</p>		
<p>Biology Goal #1: <i>By June 2013, 60% of students enrolled in Biology will score in the upper third for the Biology</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>The results of the 2012 Biology EOC assessment indicate that 52 % of students scored in the upper third</p>	<p><i>By June 2013, 60% of students enrolled in Biology will score in the upper third for the Biology End of Course Exam.</i></p>					
		<p>1.2. Teachers vary in the use of effective instructional strategies</p>	<p>1.2 All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. Emphasis on appropriate elements from DQ1, DQ2, DQ3 and DQ4. Institute regular, on-going common planning sessions for biology teachers to ensure that the biology curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in biology.</p>	<p>1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. Biology Teachers</p>	<p>1.2. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework</p>	<p>1.2. Florida End of Course Biology exam data. SLC Framework. Data from teacher made tests. Completion of an original science project. District-made Biology assessments. Completion of an original science project.</p>	

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		<p>1.3.</p> <p>Student have limited background knowledge</p>	<p>1.3.</p> <p>All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science.</p> <p>DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge.</p> <p>In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified biology benchmarks to maximize opportunities for students to master content.</p>	<p>1.3.</p> <p>Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. Biology Teachers</p>	<p>1.3.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County framework</p>	<p>1.3.</p> <p>Florida End of Course Biology exam data.</p> <p>SLC Framework.</p> <p>Data from teacher made tests.</p> <p>Completion of an original science project.</p> <p>District-made Biology assessments.</p> <p>Completion of an original science project.</p>	
		<p>1.4.</p> <p>Students have limited understanding of the need to understand biological processes and its role in society.</p>	<p>1.4.</p> <p>Students will participate in the research and research-based activities in order to understand the interconnectivity that biology has with other topics of study.</p> <p>DQ4 Elements 21, 22, and 23.</p>	<p>1.4.</p> <p>Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. Biology Teachers</p>	<p>1.4.</p> <p>School and district assessments will be administered to monitor student progress along with evaluation of scientific projects as determined by use of the common rubric.</p>	<p>1.4.</p> <p>Florida End of Course Biology exam data.</p> <p>SLC Framework.</p> <p>Data from teacher made tests.</p> <p>Completion of an original science project.</p> <p>District-made Biology assessments.</p> <p>Completion of an original science project.</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		
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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Students have limited understanding of the need to understand biological processes and its role in society.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform and persuade. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary and secondary sources. Provide multiple opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, other graphic representations and other scientific research.</p>	<p>2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. Biology Teachers</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. Florida End of Course Biology exam data. SLC Framework. Data from teacher made tests. Completion of an original science project. District-made Biology assessments. Completion of an original science project.</p>		
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Biology Goal #2: By June of 2013, N/A% (#) of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A%(#) students achieved a Level 7 in science on the 2011/2012 FAA assessment	N/A%(#) students will achieve a Level 7 in science on the 2012/2013 FAA assessment					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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Use of FCAT Science item specs and CCSS	Grades 6-8	Dept. Chair	Grade 6-8 Science Teachers	August-May	Learning goals/scales Lesson Plans	Administration
Content-specific CCSS activities developed by the common core team.	Grade 6-12	Common Core Team	Science Department Teachers	September-May	Follow-up training, student work samples	Administration

Science Budget (Insert rows as needed)

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

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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							
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					
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS.	1a.1. Conduct site based professional development to deepen understanding of Writing curriculum and expectations.	1a.1. CCSS Site-based Grade Level/ Department Representative Team Member (s) and Assistant Principal				

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<u>Writing Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 98% (558) of the students will score proficient as measured by FCAT 2.0 Writing.							
	In 2012, 93% (499) of students scored 3.0 or higher on the FCAT Writing Assessment.	By June 2013, 98% (558) will score 3.0 or higher on the FCAT 2.0 Writing Assessment.					
		1a.2. Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary	1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.2 Administrative Team, Teachers			
		1a.3. Students' use of structure which is cohesive, logical, and clearly related to the topic	1a.3. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.3. Administrative Team, Teachers	1a.3. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.3. SLC Framework documentation Common Core Rubric for Student Writing FCAT 2.0 Writing Assessment	

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<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>Ia.4. Identification of resources to support the use of writing exemplars in the design of lesson plans</p>	<p>Ia.4. Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using exemplars.</p>	<p>Ia.4. Language Arts Department Chair, Language Arts teachers</p>	<p>Ia.4. Lesson Study observations and debriefing sessions</p>	<p>Ia.4. Lesson Study Documentation and Reflection Tools</p>		
<p>Writing Goal #1b: N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

Writing 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	Identify Grade Levels Here	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team/District Reading Support Person
Thinking Maps Training	Grades 9 – 12/ Language Arts	James Dean National PD Coordinator	Classroom Language Arts Teachers grades 9-12	August 2012	Lesson Plans, Classroom Observation and Feedback	Administrative Team/Department Chair
Write for the Future Training	Grades 9-12/ Language Arts	Melba Johnson Write for the Future Trainer	Classroom Language Arts Teachers grades 9-12	August 2012	Lesson Plans, Classroom Observation and Feedback	Administrative Team/Department Chair
Performance Excellence for all Kids Training	Grades 6-12/ All subjects and administration	Alan Cox	Classroom Teachers grades 6-12 and Administrative Team	July 2012	Lesson Plans, Classroom Observation and Feedback	Administrative Team
Common Core Training -Increase writing across the curriculum -Use of exemplars and Common Core Rubric for Student Writing	Grades 6-12/ All subjects	Alan Cox and Department Chairs and PLC leaders	Classroom Teachers grades 6 through 12 Problem Solving Teams	June 2013	Problem Solving Team Action Plan Steps and Completion Dates	Problem Solving Team/Team Facilitator/Administrative Team

Writing Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Substitutes for 5 teachers x 3 days	General Fund	\$675.00
Subtotal: \$675.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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		

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>Not enough of our level 3 students are moving from level 3 to level 4 or 5. Level 3 students are not showing proficiency in Civics skills at the levels anticipated.</p>	<p>Using the NGSSS for Civics, along with Teaching for Excellence strategies, which require students to use higher order critical thinking skills and use of technology in order to help build strong teacher/student relationships, and read and write in Civics. Teachers will align their lessons with the required standards, teaching units using the district scope and sequence. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students for a higher level of success.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Weekly assessment of lesson plans and using informal observations to observe teachers using NGSSS, Teaching for Excellence strategies that engage students in the learning and the domains from the Art and Science of Teaching.</p>	<p>District Civics benchmark assessment, data from teacher made tests and involvement in Project Citizen. Common assessments at the end of the first semester and the end of course exams</p>		
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<p><u>Civics Goal #1:</u> By the end of the year, N/A % of students (<i>n</i>) will score % or higher on the Civics EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NO DATA AVAILABLE FOR 2012</p>	<p>By the end of the year, N/A% of students (<i>n</i>) will score % or higher on the Civics EOC.</p>					
		<p>Students have limited ability to understand and work with primary source political documents</p>	<p>Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, timelines, and political cartoons.</p> <p>Provide opportunities that allow students to interpret primary and secondary sources of information provided by the instructor.</p> <p>Provide opportunities for students to examine opposing points of view on a variety of political issues.</p> <p>Provide opportunities for students to write to inform and to persuade.</p> <p>Provide opportunities for students to participate in project-based learning activities, including Project Citizen.</p>	<p>Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. SS Teachers</p>	<p>School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>Civics EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based activities.</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		
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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>For a student to achieve a level 4 or 5, they will have a stronger than average work ethic and a true interest for Civics. With that comes a strong relationship with their teacher, because that strong relationship will make the student want to be successful. Without that strong relationship, the student won't put forth the effort to achieve a higher level. Student at level 4 or 5 slipping back to a level 4 or level 3 as measured by the EOC or FCAT.</p>	<p>Using the NGSSS for Civics, along with Teaching for Excellence strategies, which require students to use higher order thinking, manipulate concrete objects, use technology, and help build strong teacher/student relationships, and read and write in at a high level in Civics. Teachers will align their lessons with the required standards, teaching units using the district scope and sequence. Teaching for Excellence strategies also utilize incrementally developed corrective instruction and self-correcting loops to motivate and engage students with group discussion of important</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Weekly assessment of lesson plans and focused walk-through to observe teachers using NGSSS and Teaching for Excellence based instruction.</p>	<p>District Civics benchmark assessment and data from teacher made tests. Common assessments at the end of the first semester and the end of course exams.</p>		
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		concepts.					
Civics Goal #2: By the end of the year, N/A % of students (<i>n</i>) will score A/A% or higher on the Civics EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NO DATA AVAILABLE FOR 2012	By the end of the year, N/A% of students (<i>n</i>) will score % or higher on the Civics EOC.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade Level	August-September	Learning goals/scales	Administration/District SS Support person

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/CIS	Class set of materials and teacher resources	Title I/Title II	\$650/set
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 Civics Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>I.1. Students have limited abilities in historical causation combined with limited content-specific vocabulary.</p>	<p>I.1. 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 teacher to establish background knowledge. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. Provide activities which help students develop an understanding of historical causation.</p>	<p>I.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. SS Teachers</p>	<p>I.1. School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>I.1. US History EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based activities. Scored rubric from History AIMS.</p>		
<p><u>U.S. History Goal #1:</u> By the end of the year, N/A% of students (<i>n</i>) will score N/A% or higher on the US History EOC.</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	By the end of the year, N/A% of students (<i>n</i>) will score N/A % or higher on the US History EOC.					
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		<p>I.2. Students have limited ability to understand and work with historical documents.</p>	<p>I.2. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. DQ9 Elements 39, 40, and 41. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations such as DBQ Project. Provide opportunities that allow students to interpret primary and secondary sources of information such as DBQ Project. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for</p>	<p>I.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. SS Teachers</p>	<p>I.2. School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>I.2. US History EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based activities. Scored rubric from History AIMS.</p>	
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			students to participate in project-based learning activities, including History AIMS.				
		1.3. Teachers' use of effective instructional strategies.	1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for U.S. History teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. SS Teachers	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. US History EOC. District and school assessments. SLC Framework.	
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 U.S. History.</p>	<p>2.1. Students have limited experience with the historical inquiry process and methods.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.</p>	<p>2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. SS Teachers</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. US History EOC. District and school assessments. SLC Framework.</p>		
<p><u>U.S. History Goal #2:</u> By the end of the year, N/A% of students (<i>n</i>) will score N/A% or higher on the US History EOC.</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	By the end of the year, N/A % of students (<i>n</i>) will score N/A% or higher on the US History EOC.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Use of US History Item Specs and CCSS	Grade 11	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration/District SS Support Person

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US History DBQ Project/CIS	Grade 11	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration/District SS Support Person

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

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

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<p>1. Attendance</p>	<p>1.1. Inconsistent enforcement of procedures and consequences.</p>	<p>1.1. Identify and refer students who may be developing a pattern of non-attendance to MTSS team for intervention services. Highlight the importance of getting to class on time/ good attendance in newsletters, assemblies, conferences; Tie absences/tardies to incentives and community sponsored programs (e. g. Excellent Attendance Award, privileges and Attendance.</p>	<p>1.1. Classroom teachers will monitor daily attendance and report trends to appropriate personnel</p>	<p>1.1. Monthly updates to Administration from the MTSS and to entire faculty at faculty meetings. Consistent collection, input and provision of attendance information into the Skyward database.</p>	<p>1.1. Use staff, student and self-assessment surveys</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Attendance Goal #1:</u></p> <p>Our goal for this year is to increase attendance to 96.5% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated by June 2013.</p> <p>Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 10% by June 2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	95.60% (1836)	96.5% (1835)					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	#354 (19%)	#283					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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	#182(10%)	#164					
		1.2. Lack of parental supervision and guidance.	1.2. Establish Six Keys in classroom and consistent communication between school and family.	1.2. Attendance clerk verifies attendance/report confirmation to referral agency (e. g. social worker)	1.2. Consistent analysis of attendance information on a monthly basis...	1.2. Skyward attendance database	
		1.3. transportation/ Parents dropping off late.	1.3. Place students on attendance contract for excessive absences/referral to dean(s) for excessive tardies. Referral to MTSS Team for further problem solving and recommendation.	1.3. Attendance committee (AP, MS and HS Deans, Attendance Clerk) will monitor progress oversees the process and makes recommendations based on the data.	1.3. Consistent analysis of attendance information on a monthly basis.	1.3. Skyward attendance database	

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

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	6-12	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

Attendance Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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						
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. Some level 1 and 2 infractions will precipitate immediate suspension based on circumstance. Some students may have level 3 infractions and the combination of current and previous infractions would require suspension.	1.1. Create incentives through MTSS to recognize and reward positive compliance on St. Lucie County Code of Student Conduct. Assign 3 detentions prior to first suspension for level 1 and 2 infraction.	1.1. Dean of appropriate grade level team or MTSS Core team Dean of appropriate grade level	1.1. Monitor behavior incident report and BIR monthly. Disaggregation of discipline data. Evaluation tool.	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. Comparison of 2011-2012 data to 2012-2013 data sets.		

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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>					
	#0	#0					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	#0	#0					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	#205	#184					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	#120	#108					
		<p>1.2 The use of after school detention for minor infractions.</p>	<p>1.2. Deans will make contact with parents or students who have been placed on out of school suspension. Deans will make contact with parents who have be given an after school detention. 3 days of "silent," no socializing, lunches. The use of a curriculum that teachers students problem solving skills while serving detention.</p>	<p>1.2. Dean of appropriate grade level</p>	<p>1.2. Monitor parent contact log for evidence of communication with parents of students who have been placed on out of school suspension or given an after school detention.</p>	<p>1.2. Parent Contact Log, Parent sign in/out log Comparison of 2011-2012 data to 2012-2013 data sets.</p>	

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		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on PBS	6-12	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	During one of the early release PD Days in the fall.	ERO scheduled PD	Assistant principal
PD on MTSS/RTI	6-12	MTSS/RTI Core Team members	All faculty	During one of the early release PD Days in the fall.	ERO scheduled PD	Assistant principal

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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		

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<p>1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Students drop out of school due to lack of earned credits toward promotion and graduation. Students saying they are going to go to a different school or program and then do not.</p>	<p>Provide opportunities for students to attend credit recovery throughout the school day or extended school day. High school guidance counselors will communicate with students and parents to make sure students follow through with education plans. Principal will meet with any students wanting to drop out of school. Our goal is to be at 100% drop out free. We monitor seniors at the end of the 1st semester, 3rd nine weeks and three weeks before graduation. We contact parents and have one on one meetings with parents</p>	<p>Guidance Counselors, Registrar Data Specialist, AP</p>	<p>Monitor student credit recovery completion of credits/courses report monthly. Personal meeting with students and parents Follow through and enrollment in another educational institution or program.</p>	<p>Student Academic History and Graduation requirement screens on Skyward. Annual Dropout report</p>		
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		and students.					
<p>Our goal for the 2012-2013 school year is to decrease the total number of dropouts by 2% by June 2013.</p> <p>Our second goal for the 2012-2013 school year is to increase the number of graduates by 4% by June 2013.</p>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	5%(225)	2%(216)					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	94.54%(225)	98%(216)					
		1.2. Students drop out of school due to a sense of feeling that no one cares about them at school - the lack of a positive adult relationship. Other students feel that the work is too hard for them.	1.2. Provide staff with PD on Building Authentic Relationships With Youth At Risk.	1.2. Guidance Counselors, Registrar Data Specialist, AP	1.2. Monitor entry/ withdrawal data monthly. Review withdrawal interview data. Personal meeting with students and parents Follow through and enrollment in another educational institution or program.	1.2. Annual Dropout report	

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		1.3. Students drop out of school due to social/emotional issues.	1.3. Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.	1.3. Guidance Counselors, Registrar Data Specialist, AP	1.3. Monitor entry/ withdrawal data monthly. Review withdrawal interview data. Personal meeting with students and parents Follow through and enrollment in another educational institution or program.	1.3. Annual Dropout report.	
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Dropout Prevention Professional Development

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

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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

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Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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. Time schedules of the parents with the new block schedule.	1.1. Work with the parents to include before or after school help for students and staff.	1.1. SAC Team Assistant Principal	1.1. How many hours have been logged in the log book.	1.1. Five Star program.		

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Lincoln Park Academy will continue to log parent volunteer hours to reach 7600 hours of service.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	<i>7560 hours of parent involvement</i>	<i>7600 hours of parent involvement</i>					
		2. Parents forget to record Volunteer hours with the school.	1.2. Remind parents to log hours when checking in at the front desk. Hand out blank volunteer logs at events. Have sign-in sheets at meetings and activities and turn in to Five Star Coordinator.	1.2. Clerk at Front Desk	1.2. Number of log ins.	1.2. Five Star Program.	

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		<p>1.3. Parents don't know when or how they can become involved. Currently it is estimated that only 50% of families are on the newsletter email list, more families need to sign up to receive the information in a timely, cost effective manner. Need to offer volunteer opportunities with different levels of commitment and interest.</p>	<p>1.3. Increase communications with parents about opportunities through appropriate vehicle: Connect Ed., Open House, Newsletter, Emails, Skyward Notes, Flyers, Website. Encourage all families to sign up for the LPA email list. Promote in the newsletter, connect-ed and have slip at front desk.</p>	<p>1.3. Clerk at Front Desk SAC Committee</p>	<p>1.3. Response rate Number of registered volunteers. Number of those signing in as they volunteer.</p>	<p>1.3. Five Star Program. Log in program book.</p>	
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Parent Involvement Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

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

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Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Develop and Implement rigorous STEM-infused science, math, engineering and CAPE curricula in grades 6-12. Utilizing the quality instruction framework in middle and high school classrooms.	1.1. Providing the funding for STEM professional development to integrate the quality instruction framework.	1.1. Have the district CI office provide the quality instruction framework to teachers so they may implement in their classrooms.	1.1. STEM curricular coordinator from the district. Assistant Principal for Curriculum and Instruction.	1.1. Completion of Staff Development for STEM Curriculum.	1.1 ERO Credit for PD.

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	1.2. Teachers need more information from the district on the STEM initiative.	1.2. Provide teachers with the framework so that they can implement the rigorous STEM-infused curriculum. This would include inquiry-based learning.	1.2. STEM curricular coordinator from the district.	1.2. Completion of Staff Development for STEM Curriculum.	1.2. ERO Credit for PD
	1.3. Lack of STEM programming for 6-8 th grade students.	1.3. Train a technology teacher to implement a CAPE Academy component in each grade level.	1.3. Assistant Principal	1.3. CAPE Training	1.3. Certification of the instructor

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLC STEM Initiative	6-12	District STEM coordinator	Faculty	October-March of 2012 on professional development days	Staff observations	Administrative Team

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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)

Career and Technical Education (CTE) Goal(s)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>1 a. Add the middle school curriculum component of the CAPE Academy for the 2012-2013 school year.</p> <p>1 b. Start the process of aligning new course numbers for the 6-8 grade program to be ready for the 2013-2014 school year.</p> <p>1 c. Add the engineering component of the CAPE Academy for the 2012-2013 school year.</p>	<p>1.1.</p> <p>Securing the necessary equipment to meet the software requirements of the Adobe Master Collection.</p>	<p>1.1.</p> <p>Find funding within the district budget structure and/or write a grant to secure funding.</p>	<p>1.1</p> <p>Assistant Principal Teachers</p>	<p>1.1.</p> <p>Funding secured and Industry Certification tests passed</p>	<p>1.1.</p> <p>Adobe Certification Exams</p>
	<p>1.2.</p> <p>Training for teacher certification</p>	<p>1.2.</p> <p>Seek assistance from the district for training costs.</p>	<p>1.2.</p> <p>Assistant Principal Teachers</p>	<p>1.2.</p> <p>Teacher Certification training completed.</p>	<p>1.2.</p> <p>Certification Exam Results</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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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
Adobe Instructor Certification	6-8 Technology	Alan Mathison	Alan Mathison	12/12	Completion of Training	Assistant Principal
Engineering Instructor Certification	8-12 Engineering	Mark Hueter	Mark Hueter	12/12	Completion of Training	Assistant Principal

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
Increase number of seniors completing three certifications	Adobe Master Collection	Number of Seniors passing Industry Certification Exams	\$1200 per student
<p style="text-align: right;">Subtotal: \$36,000</p>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<p style="text-align: right;">Subtotal:</p>			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$36,000			

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

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

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Parent Involvement Budget	Total:
Additional Goals	
	Subtotal: \$36,000
	Grand Total: \$36,000

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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- SAC will continue to review SIP data to identify and implement programs as needed at LPA.
- Target populations of students for improvement.
- SAC will continue to evaluate and increase student engagement.
- SAC will strengthen and expand business partnerships within the community.

Describe the projected use of SAC funds.	Amount
No SAC funds for 2012-2013.	