

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: Oak Hammock K-8	District Name: St. Lucie County
Principal: Carmen Peterson	Superintendent: Michael Lannon
SAC Chair: Christina Perez	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Carmen Peterson	School Principal (All Levels) Elementary Education (1-6) Social Science (6-12) ESOL Endorsement	6	15	<p>2011-2012 Principal Oak Hammock K-8 Grade-B Reading Mastery-51% Math Mastery-48% Writing Mastery-71% Science Mastery-39% LG Reading-54% LG Math-50%</p>

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

					<p>Lowest 25% Reading-65% Lowest 25% Math-54% Total, Asian, White, Black, Hispanic, and ED did not meet AMO Targets in math. Total, Asian, White, Black, Hispanic, and ED did not meet AMO Targets in reading.</p> <p>2010-2011 Principal Oak Hammock K-8 Grade-A Reading Mastery-67% Math Mastery-70% Writing Mastery-89% Science Mastery-46% AYP-77% Black, ED, & SWD did not make AYP in math. Total, White, Black, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2009-2010 Principal Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-64% Writing Mastery-87% Science Mastery-43% AYP-74% Total, White, Black, Hispanic, ED, & SWD did not make AYP in math. Total, White, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2008-2009 Principal Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-61% Writing Mastery-91%</p>
--	--	--	--	--	---

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

					<p>Science Mastery-39% AYP-74% Total, White, Black, Hispanic, ED, & SWD did not make AYP in math. Black, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2007-2008 Principal Oak Hammock K-8 Grade-B Reading Mastery-65% Math Mastery-64% Writing Mastery-78% Science Mastery-38% AYP-77% Total, Black, Hispanic, ED, & SWD did not make AYP in math. Black, ED, & SWD did not make AYP in reading.</p> <p>2006-2007 Principal Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-60% Writing Mastery-83% Science Mastery-40% AYP- 92% Black, ED, & SWD did not make AYP in math.</p>
Assistant Principal	Kerri Walukiewicz	Elementary Education (1-6) Reading Endorsement Educational Leadership (All Levels)	2	2	<p>2011-2012 Assistant Principal Oak Hammock K-8 Grade-B Reading Mastery-51% Math Mastery-48% Writing Mastery-71% Science Mastery-39% LG Reading-54% LG Math-50% Lowest 25% Reading-65% Lowest 25% Math-54%</p>

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

					<p>Total, Asian, White, Black, Hispanic, and ED did not meet AMO Targets in math. Total, Asian, White, Black, Hispanic, and ED did not meet AMO Targets in reading.</p> <p>2010-2011 Assistant Principal Oak Hammock K-8 Grade-A Reading Mastery-67% Math Mastery-70% Writing Mastery-89% Science Mastery-46% AYP-77%</p> <p>Black, ED, & SWD did not make AYP in math. Total, White, Black, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2009-2010 Teacher Support Specialist Forest Grove Middle School Grade-B Reading Mastery-62% Math Mastery-61% Writing Mastery-89% Science Mastery-41% AYP-90%</p> <p>Total, Black and Hispanic did not make AYP in reading. All subgroups made AYP in math.</p> <p>2008-2009 Teacher Support Specialist Forest Grove Middle School Grade-B Reading Mastery-59% Math Mastery-52% Writing Mastery-93% Science Mastery-36% AYP-85%</p> <p>Black and Hispanic did not make AYP in reading. Total, Black, Hispanic, and ED did not make AYP in math.</p>
--	--	--	--	--	---

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

					<p>2007-2008 Teacher Support Specialist Forest Grove Middle School Grade-B Reading Mastery-46% Math Mastery-45% Writing Mastery-91% Science Mastery-35% AYP-69% Total, White, Black, Hispanic, and ED did not make AYP in reading. Total, White, Black, Hispanic, and ED did not make AYP in math.</p> <p>2006-2007 Teacher Support Specialist Forest Grove Middle School Grade-C Reading Mastery-41% Math Mastery-36% Writing Mastery-92% Science Mastery-28% AYP-74% Total, Black, Hispanic, ED, SWD, and ELL did not make AYP in reading. Total, White, Black, Hispanic, ED, SWD, and ELL did not make AYP in math.</p>
Assistant Principal	Kimberly Jay	Elementary Education (1-6) Educational Leadership (All Levels)	1	1	<p>2011-2012 Assistant Principal Oak Hammock K-8 Grade-B Reading Mastery-51% Math Mastery-48% Writing Mastery-71% Science Mastery-39% LG Reading-54% LG Math-50% Lowest 25% Reading-65% Lowest 25% Math-54% Total, Asian, White, Black, Hispanic, and ED did not meet AMO</p>

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

					<p>Targets in math. Total, Asian, White, Black, Hispanic, and ED did not meet AMO Targets in reading.</p> <p>2010-2011 Rtl Specialist Oak Hammock K-8 Grade-A Reading Mastery-67% Math Mastery-70% Writing Mastery-89% Science Mastery-46% AYP-77% Black, ED, & SWD did not make AYP in math. Total, White, Black, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2010-2011 Rtl Specialist St. Lucie Elementary Grade- A Reading Mastery – 59% Math Mastery – 76% Writing Mastery –76 % Science Mastery – 22% AYP – 79% Total, Black, ED, SWD did not make AYP in reading.</p> <p>2009-2010 Rti Specialist Oak Hammock K-8 Grade-B Reading Mastery-69% Math Mastery-64% Writing Mastery-87% Science Mastery-43% AYP-74% Total, White, Black, Hispanic, ED, & SWD did not make AYP in math. Total, White, Hispanic, ED, & SWD did not make AYP in reading.</p> <p>2009-2010</p>
--	--	--	--	--	---

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

					<p>Rtl Specialist St. Lucie Elementary Grade- A Reading Mastery – 59% Math Mastery – 76% Writing Mastery –76 % Science Mastery – 22% AYP – 79% Total, Black, ED, SWD did not make AYP in reading.</p> <p>2008-2009 4th Grade Teacher Samuel Gaines Academy Grade- C Reading Mastery – 46% Math Mastery – 42% Writing Mastery – 87% Science Mastery – 26% AYP – 67% Total, White, Black, Hispanic, ED, ELL, SWD did not make AYP in reading. Total, White, Black, ED, ELL, SWD did not make AYP in math.</p> <p>2007-2008 4th Grade Teacher Samuel Gaines Academy Grade- D Reading Mastery – 48% Math Mastery – 38% Writing Mastery – 84% Science Mastery – 14% AYP – 67% Total, White, Black, Hispanic, ED, ELL, SWD did not make AYP in reading. Total, White, Black, Hispanic, ED, ELL, SWD did not make AYP in math.</p>
--	--	--	--	--	---

Highly Effective Instructional Coaches

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

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)

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. Once the district recruits teachers, we review each applicant's qualifications on the Skyward System to determine who will be interviewed. References are checked personally by school based administrators.	Principal and Assistant Principal	September 2012	
2. Mentor/Mentee Program for teachers new to teaching or new to the district.	Principal, Assistant Principal, District Professional Development Team	June 2013	
3. On-going school based Professional Development for instructional staff.	District, Principal, Assistant Principal, District Professional Development Team	June 2013	
4. Formal observation for all teachers new to district including pre-observation planning and post observation reflective conversations.	Principal	August 2012- June 2013	

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
------	---------------	---------------------	---

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

Lamonica Ash	Business Ed. 6-12, ESE K-12	Inclusion	ESOL Endorsement
Brooke Bradford	Elem. Ed K-6	2 nd Grade	ESOL Endorsement
Leigh Anne Hagan		8 th Grade US History	
Janet Jerome	ESE K-12	4 th Grade	Elem. Ed. K-6 and ESOL
Christina Lefler	Elem. Ed. K-6	2 nd Grade	ESOL Endorsement
Lisa Lowrey	Elem. Ed. K-6, ESE K-12, MG Math 5-9	Inclusion	ESOL Endorsement
Kristen Lee	Elem. Ed. K-6, Reading Endorsement	Reading 6-8	ESOL Endorsement

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
102	3.92% (4)	23.53% (24)	41.18% (42)	31.37% (32)	44.12% (45)		10.78% (11)	5.88% (6)	48.04% (49)

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
Amber Martin	Alisha Brooks	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development.

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

			<ul style="list-style-type: none"> • 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. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
<p>Natalia Gomez</p>	<p>Michael Shields</p>	<p>Shared grade level teaching assignment, demonstrated expertise current teaching assignment</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction,

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

			FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Natalia Gomez	Shannon Carlson	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Natalia Gomez	TBA/5th Grade	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district

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

			<p>liaison.</p> <ul style="list-style-type: none"> • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Rachel Sumner	Molly Hartley	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.

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

<p>Vivian Slides</p>	<p>LeighAnne Hagan</p>	<p>Shared grade level teaching assignment, demonstrated expertise current teaching assignment</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
<p>Pam Andes</p>	<p>Bonnie Teat</p>	<p>Shared grade level teaching assignment, demonstrated expertise current teaching assignment</p>	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district

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

			<p>initiatives.</p> <ul style="list-style-type: none"> • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Pam Andes	Michael Kovach	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Solange Lorrevil	Dierdre Winn	Shared grade level teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific

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

			<p>for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development.</p> <ul style="list-style-type: none"> • 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. • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, Rtl, School Culture, Skyward, Etc.
Kaitlin Sherin	Susan Schmidt	Shared fine arts teaching assignment, demonstrated expertise current teaching assignment	<ul style="list-style-type: none"> • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.

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

		<ul style="list-style-type: none"> • Site Based Professional Development on the Art and Science of Teaching, SLC Framework, Quality Instruction, FOCUS, Scope and Sequence, Literacy and Math Routines, RtI, School Culture, Skyward, Etc.
--	--	---

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
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start

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

Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team	
Identify the school-based MTSS Leadership Team: Administrator, School Psychologist, K-5 Guidance Counselor, 6-8 Guidance Counselor, ESE Department Chair, K-2 Teacher, 3-5 Teacher, 6-8 Reading Teacher, 6-8 Math Teacher, Dean, Speech/Language Pathologist.	
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?	
<p>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.</p> <p>The MTSS Leadership Team meets 3-4 times per year. The team's purpose is to review school wide data for the purpose of strengthening the Core learning environment.</p> <p>Activities of the Core PST include:</p> <ul style="list-style-type: none"> • 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 data driven "problem-solving" model. • Keeps conversation on task and focused

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

<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

The team will collaborate with the Building Level Planning Team, SAC, PBS team, and school literacy team. Core team members will serve as members of smaller grade level and department PSTs and schedule PST meetings (weekly/monthly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention. 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.

Elementary

Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions.

Middle

Meetings at this level include members of the Core PST meeting with grade level, departments, and/or various school teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions.

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 particularly in the Literacy and Intervention/Enrichment Block K-5, Intensive Reading and Math Classes 6-8, and with Tier 1 behavioral instruction.
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

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

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

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

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

Managed data will include:

- Academic
 - Oral Reading Fluency Measures
 - Comprehensive English Language Learning Assessment (CELLA)
 - Easy CBM Benchmark Assessments (K-5)
 - Journeys Benchmark Assessments
 - Math, Reading, and Science Benchmarks
 - FCAT
 - SAT 10
 - Retentions
 - Student grades
 - School site specific assessments
 - Curriculum/Program Based Assessments
 - AIMS Web (6-8)
 - FLKRS (K)
- 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

Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM or AMES Web.

Describe the plan to train staff on MTSS.

Professional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not limited to, the following:

- Positive Behavior Support (PBS)
- CHAMPs

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

- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM
- AMS Web
- Performance Matters
- RtI Database
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3(Free On-line Professional Development)
- Progress Monitoring and Graphing

Describe plan to support MTSS.

Grade Group, Team, and Department meetings will take place monthly to review progress monitoring data. Teams will problem solve any issues that arise with support personnel which may include administration, guidance, and ESE. Ongoing professional development and support will take place for Easy CBM and AIMS Web. Yearly calendar developed for Core Team meetings and MTSS academic and behavior meetings.

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. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. 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). Rachel Sullivan, Kerri Walukiewicz, Kim Jay, Pam Koch, Heather Bolitho, Karen Morrow, Amber Martin, Dorothy Levin, Karen Rinelli.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet monthly to discuss literacy initiatives in the school/district and the most effective ways to assist teachers in the area of literacy.
What will be the major initiatives of the LLT this year? The LLT will sponsor “The Strategy of the Month,” focusing on strategies good readers use (ie: visualizing, rereading, making connections, etc.). All students will have the opportunity to learn more about these strategies, and incorporate them into their regular reading routine. The team will assist with the school wide implementation of Thinking Maps <i>Response to Literature</i> . The team will also focus on increasing parental involvement as it relates to literacy.

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

Public School Choice

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

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

***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.

All teachers K-8 will participate in Thinking Maps *Response to Literature* training. Teachers will participate in grade level/department meetings to review Response to Literature student work samples. Teachers will be invited to participate in Content Area Reading Professional Development (CAR-PD) to learn vocabulary and comprehension strategies. During department meetings teachers will collaborate ways to consistently and cohesively teach reading strategies across content areas. Primary and secondary sources, along with informational text from content areas, will be used in reading classes to expose students to a variety of text structures and to deepen their background knowledge about nonfiction subject matters. Grade Group meetings with administration and RTI core team members to review reading data and strategies.

***High Schools Only**

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

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

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

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](#).

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards.	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.	1a.1. Principal, Assistant Principal, Teacher	1a.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.	1a.1. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
Reading Goal #1a: On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 31.6% (277).	2012 Current Level of Performance:* 26% (226) of students scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 Assessment.	2013 Expected Level of Performance:* On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 31.6% (277).	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, Teacher	1a.2. Data from classroom observations using the SLC Framework	1a.2.1. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
			1a.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	1a.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning based on Content Area Reading-Professional Development (CAR-PD) and DBQ professional development.	1a.3. Principal, Assistant Principal, Teacher	1a.3. Data from classroom observations using the SLC Frameworks	1a.3.1. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
			1a.4.	1a.4.	1a.4.	1a.4.	1a.4.

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

		Teachers with varying degree of knowledge with the use of progress monitoring data.	Engage all teachers in on-going professional development activities that develop and enhance the use of progress monitoring data to individualize instruction.	Principal, Assistant Principal, Teacher	Review data from formative and summative assessments.	Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
		1a.5. Weakness in the area of Reading Application on SLC Benchmarks and FCAT.	1a.5. Teachers will use informational texts from a variety of text structures and to deepen their background knowledge about nonfiction subject matters.	1a.5. Principal, Assistant Principal, Teacher	1a.5. Review data from formative and summative assessments.	1a.5. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.1. Train teacher to effectively implement Access Points.	1b.1. Instructional staff will participate in department LC opportunities.	1b.1. District PD Team, ESE Specialists, Assistant Principal, Teacher	1b.1. Lesson Study observations and debriefing sessions, Professional Development Surveys	1b.1. Lesson Study Documentation and Reflection Tools
Reading Goal #1b: By June 2013, 34% (*) of students will score at a Level 4, 5, 6 on the FAA Reading Test.	2012 Current Level of Performance:* 29% (*) of the students are proficient at level 4, 5, 6 on the FAA Reading Test.	2013 Expected Level of Performance:* By June 2013, 34% (*) of students will score at a Level 4, 5, 6 on the FAA Reading Test.				
		1b.2. *Discerning relevant details from a passage using auditory processing.	1b.2. *Daily read aloud practice to process and coach students based on appropriate access points.	1b.2. District PD Team, ESE Specialists, Assistant Principal, Teacher	1b.2. The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	1b.2. Teacher generated assessment based on IEP goals, Brigance Assessment
		1b.3. Students have processing challenges for recalling information and supporting details	1b.3. Use read-alouds, auditory tapes and text readers that provide print with visuals and or symbols.	1b.3. District PD Team, ESE Specialists, Assistant Principal, Teacher	1b.3. Students' written or oral responses	1b.3. Student performance tasks on teacher made assessments, Teacher Observation, Brigance Assessment

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

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
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, Administration, Teacher	2a. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflective of Common Core understanding.	2a.1. *SLC Framework *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
Reading Goal #2a: On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 30% (327).	<u>2012 Current Level of Performance:*</u> On the 2012 FCAT 2.0 Assessment, 25% (221) of students scored at Levels 4 and 5 in Reading.	<u>2013 Expected Level of Performance:*</u> On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 30% (327).					
			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. *Administrative/Teacher conferencing.	2a.2. *SLC Framework *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
			2a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	2a.3. *Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding based on Thinking Maps <i>Response to Literature</i> . *Instructional and peer coaching.	2a.3. * District Professional Development Team, Administration, Teacher	2a.3. *Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	2a.3. *Student Responses from teacher made performance task items. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
				2a.4.	2a.4 Literacy coach will	2a.4 Principal, Assistant	2a.4 Fidelity checks via classroom

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

		In grades 3-5, level four and five students will participate in an RTI enrichment block. Teachers have limited awareness of available content based literature for use in this block.	arrange grade group meetings in the leveled bookroom to share materials and strategies which integrate content with high level reading.	Principal, Teacher	observations will be implemented to monitor the effectiveness of the interventions.	Classroom Observations, results of common formative assessments, and Easy CBM Benchmarking and Progress Monitoring 2.0.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1. Train teachers to effectively implement Access Points.	2b.1 Instructional staff will participate in department LC opportunities.	2b.1 District PD Team, ESE Specialists, Assistant Principal, Teacher	2b.1 Lesson Study observations and debriefing sessions	2b.1. Lesson Study Documentation and Reflection Tools FAA
Reading Goal #2b: By June 2013, 7% (*) of students will score at a Level 7 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	65% (*) of the students are proficient at level 7 on the FAA Reading Test.	By June 2013, 70% (*) of students will score at a Level 7 on the FAA Reading Test.				
			2b.2. Limited schema with fiction, nonfiction, and informational texts	2b.2. Students will be exposed to fiction, nonfiction and informational text and will be taught to identify the differences using Thinking Maps <i>Response to Literature.</i>	2b.2. District PD Team, ESE Specialists, Assistant Principal, Teacher	2b.2. Observation of DQ 3 Element 18
		2b.3 Students' lack of understanding the use of context clues to comprehend the text	2b.3 Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3 District PD Team, ESE Specialists, Assistant Principal, Teacher	2b.3 Increased percentage of time students use new vocabulary appropriately	2b.3 Teacher made assessments FAA
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

group:								
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 *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, AIMS Web, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.	
Reading Goal #3a: By June of 2013, 70% (613) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.	2012 Current Level of Performance:* 65% (569) of the students made learning gains on the 2011-2012 FCAT 2.0 Reading Test.	2013 Expected Level of Performance:* By June of 2013, 70% (613) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.						
				3a.2 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer-support and self-reading.	3a.2. *District Professional Development Team, Administration, Teacher	3a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. * Administrative/Teacher conferencing.	3a.2. *SLC Framework *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, AIMS Web, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
				3a.3. *The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application	3a.3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery. Teachers will implement Response to Literate to increase comprehension in all content areas.	3a.3. * District Professional Development Team, Administration, Teacher	3a.3. *The administration, department heads, grade chairs, and teachers will review assessment data monthly and adjust instruction as needed. *The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	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.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Train teachers to effectively implement Access Points.	3b.1 Instructional staff will participate in department LC opportunities.	3b.1 District PD Team, ESE Specialists, Assistant Principal, Teacher	3b.1 Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA	
Reading Goal #3b: By June of 2013,	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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

83% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test	78% (*) of the students made learning gains on the FAA Reading Test.	By June of 2013, 83% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test					
			3b.2. Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	3b.2. Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction.	3b.2. District PD Team, ESE Specialists, Assistant Principal, Teacher	3b.2. Monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	3b.2. Teacher generated assessments and data collection tools FAA
			3b.3. Students' lack of understanding the use of context clues to comprehend the text	3b.3. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues.	3b.3. District PD Team, ESE Specialists, Assistant Principal, Teacher	3b.3. Increased percentage of time students use new vocabulary appropriately	3b.3. Teacher generated assessments, Brigance Assessment FAA
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4A.1. *Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	4A.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	4A1.1. District Professional Development Team, Administration, Teacher	4A.1 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	4A.1. *SLC Framework *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, AIMS Web, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.
Reading Goal #4a: By June 2013 70% (153) of students in the lowest 25% will make learning gains on FCAT 2.0 Reading.	2012 Current Level of Performance: * 65% (142) of students in the lowest 25% made learning gains on 2011-2012 FCAT 2.0	2013 Expected Level of Performance: * By June 2013 70% (153) of students in the lowest 25% will make learning gains on the 2012-2013 FCAT 2.0					

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

	Reading Assessment.	Reading Assessment.							
			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, Teacher	4a.2. *Administration observation of effective implementation with feedback. *Teacher lesson design reflecting of St. Lucie County Framework. *Administrative/Teacher conferencing.	4a.2. *SLC Framework *Administrative Classroom Walkthroughs Results of common formative assessments, Benchmark tests, AIMS Web, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.		
			4a.3. <i>*The students come to school with limited background knowledge.</i>	4a.3. *Teachers will utilize Discovery Education resources to support the development of background knowledge deficits. *St. Lucie County literacy routines will support the development of background knowledge through read-alouds.	4a.3. District Professional Development Team, Administration, Teacher	4a.3. *Administration observation of effective implementation with feedback. *Teacher observation 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.		
			4a.4. Need for intervention resources in grades K-8.	4a.4 Schedule students into intervention blocks based on identified student needs. Acquire research based tier two and tier three intervention resources.	4a.4. Principal, Assistant Principal, District RtI Team, Teachers	4a.4. Progress monitoring of students in tier two and tier three interventions grades K-8.	4a.4. Results of common formative assessments, Benchmark tests, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.		
			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	Baseline data 2010-2011 67% of students were proficient on the 2010-2011 FCAT Reading Assessment.	In June 2012, 70% of students were proficient in Reading increasing from the previous year	By June 2013 73% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2014 75% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2015 78% of students will be proficient in Reading increasing from the previous year by 3%.	By June 2016 81% of students will be proficient in Reading increasing	By June 2017 84% of students will be proficient in Reading increasing from the previous year by 3%.		

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

<p>year school will reduce their achievement gap by 50%.</p>			by 3%.				from the previous year by 3%.	
<p><u>Reading Goal #5A:</u> By June 2013 73% of students will be proficient in Reading increasing from the previous year by 3%.</p>								
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>		5B.1. White: 63% Black:58% Hispanic:49% Asian:58%	5B.1. During grade group meetings teachers will identify strategies and materials which will include culturally diverse authors and topics.	5B.1. Principal, Assistant Principal, Media Specialist	5B.1. Fidelity checks via classroom observations will be implemented to monitor the effectiveness of interventions.	5B.1. Results of common formative assessments, Benchmark tests, AIMS Web, Easy CBM Benchmarking and Progress Monitoring, and FCAT 2.0.		
<p><u>Reading Goal #5B:</u> By June of 2013, 63% of white students, 57% of Hispanic students, 49% of Black students, and 58% of Asian students will meet AMO Targets on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u> White:59% Black:44% Hispanic:52% Asian:54%</p>	<p><u>2013 Expected Level of Performance:*</u> White: 63% Black:58% Hispanic:49% Asian:58%</p>	<p>: Limited awareness of culturally diverse resources available on campus. The Media Specialist will provide materials that highlight cultural awareness and diversity.</p>					
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>		5C.1. ELL students have difficulty learning English.	5C.1. ELL students will utilize the technology based program Rosetta Stone which will assist students in their English language	5C.1. Principal, Assistant Principal, Teachers	5C.1. Fidelity checks via classroom observations will be implemented to monitor the effectiveness of interventions.	5C.1. FCAT, Benchmark Assessments, and Classroom Observations.		
<p><u>Reading Goal #5C:</u> By June of 2013, 26% of the ELL students will</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>						

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

demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.	18% of the ELL students made satisfactory progress on the 2011-2012 FCAT 2.0 Reading Assessment.	By June of 2013, 26% of the ELL students will demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.		acquisition. Teachers will use ESOL strategies to provide comprehensible instruction for Hispanic ELL students.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1 Hearing impaired students have a need for additional visual materials in the classroom. Staff needs additional training on the use of visual materials.	5D.1 Staff members participated in a summer PD which focused on visually instructing students in the areas of comprehension, vocabulary, and phonological awareness.	5D.1. Principal, Assistant Principal, ESE Department Chairs	5D.1 Fidelity checks via classroom observations will be implemented to monitor the effectiveness of interventions. Progress monitoring to ensure that strategies are being implemented effectively	5D.1 FCAT, Benchmark Assessments, Classroom Observations, progress monitoring.	
Reading Goal #5D: By June of 2013, 36% of the SWD students will demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.	2012 Current Level of Performance:* 29% of the SWD students demonstrated satisfactory progress on the 2011-2012 FCAT 2.0 Reading Assessment.	2013 Expected Level of Performance:* By June of 2013, 36% of the SWD students will demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. Research indicates that students who are economically disadvantaged benefit from instruction which is collaborative in nature.	5E.1. Teachers will implement collaborative strategies, including Kagan strategies, when introducing new skills and concepts.	5E.1. Principal, Assistant Principal	5E.1. Fidelity checks via classroom observations will be implemented to monitor the effectiveness of the interventions	5E.1. FCAT, Benchmark Assessments, Classroom Observations.	
Reading Goal #5E: By June of 2013, 53% of the ED students will demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.	2012 Current Level of Performance:* 49% of the ED students demonstrated satisfactory progress on the 2011-2012 FCAT 2.0 Reading Assessment.	2013 Expected Level of Performance:* By June of 2013, 53% of the ED students will demonstrate satisfactory progress on the 2012-2013 FCAT 2.0 Reading Assessment.					

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

--	--	--	--	--	--	--	--

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLC Framework For Quality Instruction (Framework)	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Thinking Maps <i>Response to Literature</i>	All Instructional Staff	Teacher Leader/Admin	School wide	On – going Oct-May	Classroom Observations Lesson Plans	Administration
Kagan Cooperative Learning (Day 3)	K-8	Kagan Publishing	All Teachers		Classroom Observations	Principal, Assistant Principals

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
Response to Literature	Teacher Manual/Professional Development	Title II	\$4000.00
Kagan	Teacher Manual/Professional Development	Title II	\$5000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning	Common Core Materials/Assessment Data	Title II	\$1000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

1. Students scoring proficient in listening/speaking. CELLA Goal #1: <i>Based on the 2012 CELLA data, 59.3% (67) of ELL students were proficient in Listening/Speaking Skills. By June 2013, 70% (50) of ELL students will score proficient in Listening/Speaking Skills as measured by CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Based on the 2012 CELLA data, 59.3% (67) of ELL students were proficient in Listening/Speaking Skills.</i>	1.1. ELL students need to learn Oral/Auditory English Skills to effectively communicate.	1.1. Language Experience Approach Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration/Classroom Teacher/Literacy Coach/ Team or Grade Level Leader/ESOL Coordinator	1.1. Teachers provide on-going formative assessment in both listening and speaking.	1.1. CELLA
		1.2. ELL students may lack the exposure to complete expected tasks.	1.2. Modeling Teachers demonstrate to the learner how to perform a task, with the expectation that the learner can duplicate the task. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	1.2. Classroom Observations utilizing the SLPS Instructional Format	1.2. CELLA
		1.3. ELL students may be shy based upon their level of language acquisition.	1.3. Cooperative Learning Group Students work together in small	1.3. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	1.3. Classroom Observations utilizing the SLPS Instructional Format	1.3. CELLA

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

			intellectually and culturally mixed groups.			
--	--	--	---	--	--	--

Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. The next barrier for English Language Learner students is the number of unfamiliar words they read in a text or hear when teachers or peers speak.	2.1. Activating and/or Building Prior Knowledge.	2.1. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	2.1. Formative Assessment	2.1. CELLA
CELLA Goal #2: <i>Based on the 2012 CELLA data, 31% (35) of ELL students were proficient in Reading. By June 2013, 70% (50) of ELL students will score proficient in Reading as measured by CELLA.</i>	2012 Current Percent of Students Proficient in Reading: <i>Based on the 2012 CELLA data, 31% (35) of ELL students were proficient in Reading.</i>	2.2. Lack of effective use of manipulatives.	2.2. Graphic Organizers	2.2. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	2.2. Student Work	2.2. CELLA
		2.3. Implementation of a District grading rubric.	2.3 Rubrics provide clear criteria for evaluating the performance on a continuum of quality. They are task specific and used throughout the instructional process.	2.3 Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	2.3 Student Writing Samples	2.3 CELLA
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. ELL students need to learn to write in English to effectively communicate.	3.1. Language Experience Approach Utilize a Language Experience Approach where students produce language in response to first-hand, multi-sensorial experiences in a written format.	3.1. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	3.1. Teachers provide on-going formative assessment in writing.	3.1. CELLA
CELLA Goal #3: <i>Based on the 2012 CELLA data, 32.7% (37) of ELL students were proficient in Writing Skills. By June 2013, 70% (50) of ELL</i>	2012 Current Percent of Students Proficient in Writing : <i>Based on the 2012 CELLA data, 70% (50) of ELL students were proficient in Writing Skills.</i>					

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

students will score proficient in Writing Skills as measured by CELLA.						
		3.2. ELL students may lack the exposure to complete expected tasks.	3.2. Modeling Teachers demonstrate to the learner how to perform a task, with the expectation the learner can replicate the model.	3.2. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	3.2. Classroom Observations utilizing the SLPS Instructional Format	3.2. CELLA
		3.3. ELL students may be shy based upon their level of language acquisition.	3.3. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	3.3. Administration/Classroom Teacher/Team or Grade Level Leader/ESOL Coordinator	3.3. Classroom Observations utilizing the SLPS Instructional Format	3.3. CELLA

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
Graphic Organizers	Word-to-Word Heritage Dictionaries		\$1,400.00
			Subtotal: \$1,400.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

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

End of CELLA Goals

Mathematics Goals

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

Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1a.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1a.1. * District professional development team * Administration *Teacher	1a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1a.1. * St. Lucie County framework * Administrative classroom walkthroughs
Mathematics Goal #1a: <i>By June 2013, 35% (306) of students will score at level 3 or higher on the FCAT 2.0 math test.</i>	2012 Current Level of Performance:* <i>29% (256) of the students were proficient at level 3 or above on FCAT 2.0 Mathematics assessment.</i>	2013 Expected Level of Performance:* <i>By June 2013, 35% (306) of the students will score at level 3 or higher on the FCAT 2.0 math test.</i>	1a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1a.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1a.2 * District professional development team * Administration *Teacher	1a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1a.2. * St. Lucie County framework * Administrative classroom walkthroughs

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

			1a3. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 1 – Fractions, Ratios, Proportional Relationships, and Statistics	1a3. * Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase opportunities for students to use ratios in the real world setting. Move beyond the surface level of statistics and have students determine the appropriate use of central tendencies. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. * Math Connects Core materials will be used for instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.	1a3. * Administrators * Teachers	1a3. * Results of weekly assessments will be reviewed by grade level teams and leadership to ensure progress. * Adjustments to curriculum focus will be made as needed.	1a3. * Weekly assessments, SLC Benchmarks, Easy CBM, FCAT 2.0 and teacher assessment identifying learning scales achievement of targeted goal-level 3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Train teachers to effectively implement Access Points.	1b.1 Instructional staff will participate in department PLC opportunities.	1b.1. District PD Team, ESE Specialists, Administrative Team	1b.1. Lesson Study observations and debriefing sessions	1b.1. Lesson Study Documentation and Reflection Tools FAA
Mathematics Goal #1b: By June 2013, 49% (*) of the students will score at a Level 4, 5, 6 on the FAA math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44% (*) of the students are proficient at level 4, 5, 6 on the FAA math test.	By June 2013, 49% (*) of the students will score at level 4,5,6 on the FAA math test.					
			1b.2. Students limited in basic math skills based on their cognitive impairment	1b.2. Using research based strategies, instructional staff will provide direct instruction in basic math concepts embedding opportunities for re-teaching, to acquire mastery of targeted skills and repetition to maintain skills.	1b.2. Teacher Administration	1b.2. Teacher lessons that reflect access points using basic math skills.	1b.2 FAA Brigance Assessment, Data Collection Observation.
			1b.3. Students are deficient	1b.3 The students will engage in	1b.3. Teacher	1b.3. Teacher lessons that reflect access	1b.3. FAA

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

			in multi-step problem solving skills to solve high level math problems.	lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems.	Administrator	points using multi step problem solving strategies	Brigance Assessment, Data Collection Observation.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2a.1. * District professional development team * Administration *Teacher	2a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2a.1. * St. Lucie County framework * Administrative classroom walkthroughs
Mathematics Goal #2a: By June 2013, 21% (227) of students will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (142) of the students are proficient at Level 4 or 5 on the 2011-2012 FCAT 2.0 Mathematics assessment..	By June 2013, 21% (227) of the students will achieve FCAT levels 4 or 5 on the 2012-2013 FCAT 2.0 Mathematics assessment.					
			2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	2a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	2a.2 * District professional development team * Administration * Teacher	2a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	2a.2. * St. Lucie County framework * Administrative classroom walkthroughs
			2a3. *The area of deficiency is teacher understanding of extended thinking practices.	2a3. * Math Connects/Go Math Enrichment materials will be utilized for differentiated instructional * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world	2a3 * Teachers * Administration	2a3 * Individual and collaborative review of student reflective logs	2a3 * Weekly assessments, SLC Benchmarks, Easy CBM, FCAT 2.0 and teacher assessment identifying learning scales achievement of targeted goal-level 3.

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

			problems, aligned to the content the students are learning				
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Students are deficient in basic algebra and geometry needed to solve high level math problems.	2b.1. Teacher will develop instructional strategies for functional real world application in a school, work or home setting	2b.1. Teacher Administration	2b.1. Teacher lessons designed using the access points using algebra and geometry applications	2b.1. FAA Brigance Assessment Data Collection Observation
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 56% (*) of students will score at a Level 7 on the FAA Math Test.	50% (*) of the students are proficient at level 7 on the FAA Math Test.	By June 2013, 56% (*) of students will score at a proficiency level 7 score on the FAA math test.					
			2b.2. Students are deficient in multi-step problem solving skills to solve high level math problems.	2b.2. The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems	2b.2. Teacher Administrator	2b.2. Teacher lessons that reflect access points using multi step problem solving strategies	2b.2. FAA Brigance Assessment, Data Collection Observation.
			2b.3 Train teachers to effectively implement Access Points.	2b.3 Instructional staff will participate in department PLC opportunities.	2b.3 District PD Team ESE Specialists Administrative Team	2b.3 Lesson Study observations and debriefing sessions	2b.3 Lesson Study Documentation and Reflection Tools FAA
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels,	3a.1. * District professional development team * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

By June 2013 65% (569) of the students will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	60% (525) of the students made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	By June 2012 65% (569) of the students will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.		teams, etc.)			
			3a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3a.1. * District professional development team * Administration	3a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3a.1. * St. Lucie County framework * Administrative classroom walkthroughs
			3a.3. *Teachers lack of use of manipulatives to demonstrate new concepts concretely.	3a.3. * Math Connects Explore section materials * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations	3a.3. * Teachers * Administration	3a.3. * Individual and collaborative review of student reflective logs	3a.3. * Weekly assessments, SLC Benchmarks, Easy CBM, FCAT 2.0 and teacher assessment identifying learning scales achievement of targeted goal-level 3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			1b. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in department PLC opportunities	3b.1. District PD Team ESE Specialists Administrative Team	3b.1. Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June of 2013, 80% (*) of the students will make	75% (*) of the students made learning gains	By June of 2013,80% (*) of the students					

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

learning gains on the 2012-2013 FAA Math Test.	on the FAA Math Test.	will make learning gains on the 2011-2012 FAA Math Test.					
			3b.2. Due to the nature and severity of individual student's disability, students are challenged with processing and application of math concepts	3b.2. Students must have continuous repetition/practice when learning math concepts	3b.2. District PD Team Teachers Administration	3b.2. Students will participate in a daily practice with digestible bites delivered of each concept and provided practice to demonstrate understanding.	3b.2. Teacher generated assessments calibrated to levels of access points showing demonstration of proficiency. FAA Brigance Assessment
			3b.3. Due to the nature and severity of individual student's disability, students are challenged to effectively communicate their thought processes through written/oral language	3b.3. Students will be provided with visual choices to support mathematical thinking to solve problems.	3b.3. Teacher Administration	3b.3. Students will provide a variety of visuals to support their thinking through problem solving equations.	3b.3. Teacher generated assessments Teacher observation FAA
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	4a.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	4a.1. * District professional development team * Administration	4a.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	4a.1. * St. Lucie County framework * Administrative classroom walkthroughs
Mathematics Goal #4a: By June 2013 60% (131) students in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics assessment.	2012 Current Level of Performance:* 54% (118) students in the lowest quartile made learning gains on the 2011-2012 FCAT 2.0 Mathematics assessment.	2013 Expected Level of Performance:* By June 2013 60% (131) students in the lowest quartile will make learning gains on the 2012-2013 FCAT 2.0 Mathematics					

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

	assessment.						
		<p>4a.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>4a.2. *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>4a.2 * District professional development team * Administration</p>	<p>4a.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing</p>	<p>4a.2. * St. Lucie County framework * Administrative classroom walkthroughs</p>	
		<p>4a.3 *Students lack the foundation of number sense.</p>	<p>4a.3. * Intensive Math Classes * Destination Success or Math Triumphs intervention programs will be used to support students understanding of foundational skills. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.</p>	<p>4a.3. * Teachers * Administration</p>	<p>4a.3. * Individual and collaborative review of student reflective logs and learning goals.</p>	<p>4a.3. * Weekly assessments, SLC Benchmarks, Easy CBM, FCAT 2.0 and teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>	
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 Baseline data 2010-2011, 70% of students were proficient on the 2010-2011 FCAT Math Assessment.	In June 2012, 73% of students were proficient in Math increasing from the previous year by 3%.	By June 2013, 75% of students will be proficient in Math increasing from the previous year by 2%.	By June 2014, 78% of students will be proficient in Math increasing from the previous year by 3%.	By June 2015, 80% of students will be proficient in Math increasing from the previous year by 2%.	By June 2016, 83% of students will be proficient in Math increasing from the previous year by 3%.	By June 2017, 85% of students will be proficient in Math increasing from the previous year by 2%.

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

<u>Mathematics Goal #5A:</u> By June 2013, 75% of students will be proficient in math increasing from the previous year by 2%.							
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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test	5B.1. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Teachers will follow the Common Core 8 Mathematical Practices to support student conversation to help combat students’ misconceptions.	5B.1. * Teachers	5B.1. * Individual and collaborative review of student work	5B.1. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
<u>Mathematics Goal #5B:</u> 64% of White students, 60% of Hispanic students, 49% of Black students, 86% of Asian students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:*</u> 61% of White students, 56% of Hispanic students, 44% of Black students, 84% of Asian students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2013 Expected Level of Performance:*</u> 64% of White students, 60% of Hispanic students, 49% of Black students, 86% of Asian students will be proficient in math on the 2012-2013 FCAT 2.0 Mathematics assessment. : made target	5B.2. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5B.2. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5B.2. * District professional development team * Administration	5B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	5B.2. * St. Lucie County framework * Administrative classroom walkthroughs
			5B.3 *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework	5B.3 *Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5B.3 * District professional development team * Administration	5B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework	5B.3 * St. Lucie County framework * Administrative classroom walkthroughs

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

			exist among instructional staff.			* Administrative/teacher conferencing	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5C.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5C.1. * District professional development team * Administration	5C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.1. * St. Lucie County framework * Administrative classroom walkthroughs
Mathematics Goal #5C: By June 2013, 39% of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:</u> 33% of ELL students made satisfactory progress in math on the 2011-2012 FCAT 2.0 Mathematics assessment.	<u>2013 Expected Level of Performance:</u> 39% of ELL students will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.					
			5C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5C.2 * District professional development team * Administration	5C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5C.2. * St. Lucie County framework * Administrative classroom walkthroughs
			5C.3 Students come with limited academic language.	5C.3 Instructional staff will engage students in daily vocabulary activities.	5C.3 * Teachers	5C.3 Academic vocabulary used by students in written and oral responses.	5C.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment * Easy CBM and AIMS Web * 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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5D.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5D.1. * District professional development team * Administration	5D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.1. * St. Lucie County framework * Administrative classroom walkthroughs
<u>Mathematics Goal #5D:</u> By June 2013, 38% of SWD will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	<u>2012 Current Level of Performance:*</u> 32% of SWD made satisfactory progress on the 2011-2012 FCAT 2.0 Mathematics assessment.	<u>2013 Expected Level of Performance:*</u> 38% of SWD will make satisfactory progress on the 2012-2013 FCAT 2.0 Mathematics assessment.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
			5D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5D.2 * District professional development team * Administration	5D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5D.2. * St. Lucie County framework * Administrative classroom walkthroughs
			5D.3 Students struggling with multi-step problem solving.	5D.3. Provide students with ways to break down the problems into digestible bites using Thinking Maps and other graphic organizers.	5D.3. Teachers	5D.3. * Observation of student independently applying step-by-step problem solving	5D.3. * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment EASY CBM/AIMS Web * 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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. *Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	5E.1. *Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	5E.1. * District professional development team * Administration	5E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5E.1. * St. Lucie County framework * Administrative classroom walkthroughs
<u>Mathematics Goal #5E:</u> By June 2013, 53% of economically disadvantaged	<u>2012 Current Level of Performance:*</u> 49% of economically disadvantaged	<u>2013 Expected Level of Performance:*</u> 53% of economically disadvantaged	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.

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

students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	students made satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.	students will make satisfactory progress in math on the 2012-2013 FCAT 2.0 Mathematics assessment.					
			5E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	5E.2 * District professional development team * Math coaches * Administration	5E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	5E.2. * St. Lucie County framework * Administrative classroom walkthroughs
			5E.3 Students lack the schema necessary to solve real-world problems.	5E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	5E.3 *Teachers	5E.3 *Observation of appropriate use of vocabulary in student written and oral Language.	5E.3 * Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 FCAT 2.0 Mathematics assessment Easy CBM/AIMS Web * Teacher assessment identifying learning scales achievement of targeted goal-level 3.

End of Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Common Core standards	1.1. Instructional staff will be	1.1. * District professional	1.1. * Administration observation of	1.1. * St. Lucie County framework

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

<p>Algebra Goal #1:</p> <p><i>By June 2013 100% (19) 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>95% (39) of the students enrolled in Algebra I were proficient at level 3 or above on the Algebra I EOC.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, 100% (19) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.</p>	<p>present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>development team</p> <p>* Instructional coaches</p> <p>* Administration</p> <p>*Teacher</p>	<p>effective implementation with feedback</p> <p>* Teacher lesson design reflecting Common Core understanding.</p>	<p>* Administrative classroom walkthroughs</p>
			<p>1.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>1.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1.2.</p> <p>* District professional development team</p> <p>* Administration</p> <p>*Teacher</p>	<p>1.2.</p> <p>* Administration observation of effective implementation with feedback</p> <p>* Teacher lesson design reflecting application of St. Lucie County framework</p> <p>* Administrative/teacher conferencing</p>	<p>1.2.</p> <p>* St. Lucie County framework</p> <p>* Administrative classroom walkthroughs</p>
			<p>1.3.</p> <p>According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.</p>	<p>1.3.</p> <p>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.</p> <p>Administrators</p> <p>Department head</p> <p>Teachers</p>	<p>1.3.</p> <p>* Individual and collaborative review of student work</p>	<p>1.3.</p> <p>* Weekly assessments and St. Lucie County Benchmarks</p> <p>* Results from the 2013 Algebra I assessment</p> <p>* Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>			<p>2.1.</p> <p>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>2.1.</p> <p>Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>2.1.</p> <p>* District professional development team</p> <p>* Instructional coaches</p> <p>* Administration</p> <p>*Teacher</p>	<p>2.1.</p> <p>* Administration observation of effective implementation with feedback</p> <p>* Teacher lesson design reflecting Common Core understanding.</p>	<p>2.1.</p> <p>* St. Lucie County framework</p> <p>* Administrative classroom walkthroughs</p>
<p>Algebra Goal #2:</p> <p><i>By June 2013, 51% (*) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p>46% (18) of the students enrolled in Algebra I are proficient at Level</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, 51% (*) of students enrolled in Algebra I will achieve Levels 4</p>					

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

	4 or 5 on the 2011-12 Algebra I EOC assessment.	or 5 on the 2012-13 Algebra I 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 * Administrative/teacher conferencing	2.2 * St. Lucie County framework * Administrative classroom walkthroughs	
			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 *Instructional Coaches *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		Baseline data 2010-2011, 95% of students were proficient on the 2010-2011 Algebra I EOC Assessment.	In June 2012, 95% of students were proficient on the Algebra I EOC Assessment.	By June 2013, 100% of students will be proficient on the Algebra I EOC Assessment.	By June 2014, 100% of students will be proficient on the Algebra I EOC Assessment.	By June 2015 100% of students will be proficient on the Algebra I EOC Assessment.	By June 2016 100% of students will be proficient on the Algebra I EOC Assessment.
<u>Algebra Goal #3A:</u>								
By June 2013, 100% of students will be proficient on the Algebra I EOC Assessment								

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.							
<u>Algebra Goal #3B:</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 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.							
<u>Algebra Goal #3C:</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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.							
<u>Algebra Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1. * District professional development team * Administration *Teacher	1.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 100% (19) of the students taking the Geometry EOC will demonstrate proficiency.	The results of the 2012 Geometry EOC assessment indicate that 91% (32) students	By June 2013, 100% (19) of the students taking the Geometry EOC will demonstrate					

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

	scored in the upper third (Levels 3-5).	proficiency.					
			1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2 * District professional development team * Administration *Teacher	1.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/teacher conferencing	1.2. * St. Lucie County framework * Administrative classroom walkthroughs
			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. 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 * Administrative classroom walkthroughs
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework	2.2 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer	2.2 * District professional development team * Administration *Teacher	2.2 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting	2.2 * St. Lucie County framework * Administrative classroom walkthroughs

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

		exist among instructional staff.	support.		application of St. Lucie County framework * Administrative/teacher conferencing		
		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
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Baseline data 2010-2011, 95% of students were proficient on the 2010-2011 Geometry EOC Assessment.	In June 2012, 95% of students were proficient on the Geometry EOC Assessment.	By June 2013, 100% of students will be proficient on the Geometry EOC Assessment.	By June 2014, 100% of students will be proficient on the Geometry EOC Assessment.	By June 2015 100% of students will be proficient on the Geometry EOC Assessment.	By June 2016 100% of the students will be proficient on the Geometry EOC Assessment.
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.							

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

Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.							
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
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.							
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					

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

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

End of Geometry EOC Goals
Math Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grades K-8 CCSS	Grades K-8	Team Leaders, Grade Chair, Department Chair	Grade level	August 30	Learning goals/scales	Administration
Collaborative Planning	Grades K-8	All Instructional Staff	Grade Level	October - May	Classroom Walkthroughs, Collaborative Planning	Administration

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

Math 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
Kagan	Teacher Manual/Professional Development	Title II	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning	Common Core Materials/Assessment Data	Title II	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Lack of multiple resources to meet the science NGSSS standards	1a.1. Provide common planning time for team collaboration on various instructional strategies.	1a.1. Grade Group Chair	1a.1. Team Meeting Data Elements	1a.1. Teacher Evaluation Framework
Science Goal #1a: By June of 2013, 32% (116) of students in grades 5 and 8 will	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

<p>score at a Level 3 on the 2012-2013 FCAT Science Assessment.</p>	<p>25% (92) of the students achieved a Level 3 in science on the 2011-2012 FCAT assessment.</p>	<p>32% (116) of the students will achieve a Level 3 in science on the 2012-2013 FCAT assessment.</p>					
			<p>1a.2. Time and funding for professional development</p>	<p>1a.2. Implement and train teachers on the 5e lesson model as the standard for science instruction.</p>	<p>1a.2. Science Committee/ District</p>	<p>1a.2. Professional development surveys</p>	<p>1a.2. Teacher Evaluation Framework</p>
			<p>1a.3. Opportunities for students to express their learning in regards to science content</p>	<p>1a.3. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p>	<p>1a.3. Science Teachers/Science Chair/Administration</p>	<p>1a.3. Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. Monitor the use of nonfiction writing (e.g., Lab Reports, Conclusion writing, Current Events, etc.) After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs. Conduct mini-assessments and utilize results to drive instruction. Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p>	<p>1a.3. Classroom Observations of student work during labs Writing prompts Benchmark Assessments Science Fair Projects</p>

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

1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Train teachers to effectively implement Access Points.	1b.1. Instructional staff will participate in department PLC opportunities	1b.1. District PD Team ESE Specialists Administrative Team	1b.1. Lesson Study observations and debriefing sessions	1b.1. Lesson Study Documentation and Reflection Tools FAA
Science Goal #1b: By June of 2013, 29% (*) of students in grades 5 and 8 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.	2012 Current Level of Performance:* 14% (*) students achieved a Level 4, 5, or 6 in science on the 2011/2012 FAA assessment	2013 Expected Level of Performance:* 29% (*) students will achieve a Level 4, 5, or 6 in science on the 2012/2013 FAA assessment.					
			1b.2. Opportunities for students to learn the language of science	1b.2. Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1b.2. Teacher Administration	1b.2. Review FAA data and review data on teacher made tests	1b.2. FAA Teacher made assessments
			1b.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1b.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	1b.3. Teacher Administration ESE Specialist	1b.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1b.3. Curriculum based assessments, review of lesson plans, classroom observations
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Variance of instructional staff's background knowledge in science.	2a.1. Science teachers will research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. Teachers will develop vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the	2a.1. Teacher Leaders Science Department	2a.1 Student Data from Formative and Summative Assessments	2a.1. Benchmark Science Assessments, FCAT
Science Goal #2a: By June of 2013, 15% (55) of students in grades 5 and 8 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.	2012 Current Level of Performance:* 12% (44) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.	2013Expected Level of Performance:* 15% (55) students will achieve a Level 4 or 5 in science on the 2012/2013 FCAT assessment.					

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

				New Generation SS Standards. Use of Science Fusion and all included resources			
			2a.2. Students need to master informational reading and nonfiction writing.	2a.2. Infuse Science into the Literacy Routine through Thinking Maps <i>Response to Literature and Content Area Reading-Professional Development.</i>	2a.2. Assistant Principal Classroom Teachers	2a.2. Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	2a.2. Writing Samples, FCAT Writing, Formative/Summative Assessments
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Train teachers to effectively implement Access Points.	2b.1. Instructional staff will participate in department PLC opportunities	2.1. District PD Team ESE Specialists Administrative Team	2b.1. Lesson Study observations and debriefing sessions	2b.1. Lesson Study Documentation and Reflection Tools FAA
Science Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By June of 2013, 71% (*) of students in grades 5 and 8 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	57% (*) students achieved a Level 7 in science on the 2011/2012 FAA assessment.	71% (*) students will achieve a Level 7 in science on the 2012/2013 FAA assessment.					
			2b.2. Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment	2b.2. Use research- based strategies and methodologies to explicitly teach targeted identified deficit skills	2b.2. Teachers Administrators ESE Specialist	2b.2 Review of individual students pre/post test data FAA .	2b.2. Data collection sheets Teacher made assessments FAA Teacher observation using a rubric
			2b.3 Students have decoding challenges that will limit their	2b.3 Use research- based strategies and methodologies to explicitly	2b.3 Teachers Administrators	2b.3 Review of individual students pre/post test data	2b.3 Teacher made assessments FAA

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

		processing and comprehension of Science information	teach targeted identified deficit skills	ESE Specialist	FAA	
--	--	---	--	----------------	-----	--

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
Grades 5-8 NGSSS Benchmarks	Grades 5-8	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Science Fair Project Process	Grades 5-8	Science Supervisor	Grade level	October-May	Follow-up training, student work samples	Administration
Thinking Maps Response to Literature	Grades K-8	All Instructional Staff	Grade Level	October - May	Classroom Walkthroughs, Collaborative Planning	Administration
Collaborative Planning	Grades K-8	All Instructional Staff	Grade Level	October - May	Classroom Walkthroughs, Collaborative Planning	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
Response to Literature	Teacher Manual/Professional Development	Title II	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning	Common Core Materials/Assessment Data	Title II	
Kagan	Teacher Manual/Professional Development	Title II	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	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	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.1. SLC Framework documentation FCAT 2.0 Writing Assessment
By June 2013, 80 % (274) of the students will score proficient as measured by FCAT 2.0 Writing.	In 2012, 71% (243) of students scored 3.0 or higher on the FCAT Writing Assessment.	By June 2013, 82% (274) will score 4.0 or higher on the FCAT 2.0 Writing Assessment.					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.2. Students’ appropriate use of conventions of writing and use of details that include high levels of vocabulary	1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.	1a.2. Administrative Team	1a.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1a.2. SLC Framework documentation FCAT 2.0 Writing Assessment

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

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

		1a.3. Identification of resources to support the use of writing exemplars in the design of lesson plans	1a.3. Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using exemplars.	1a.3. Teachers, Department Chair	1a.3. Lesson Study observations and debriefing sessions	1a.3. Lesson Study Documentation and Reflection Tools
		1a.4 Common Language for writing teachers grades K-8.	1a.4 Thinking Maps Write from the Beginning/Write for the Future	1a.4 Administrators, Department Chair, Teachers	1a.4 Thinking Maps Rubrics	1a.4 Osprey Writes FCAT Writes
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1b.1. Students' appropriate determination of writing structure	1b.1. Incorporate read-alouds into lesson design to support guided writing practice.	1b.1. Administrative Team ESE Chair Teacher	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1b.1. SLC Framework documentation
Writing Goal #1b: 40% (*) of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	20% (*) scored at 4.0 or higher on the writing portion of the Florida Alternate Assessment.	40% (*) will score at 4.0 or higher on the writing portion of the Florida Alternate Assessment.				
			1b.2. Students' ability to sequence appropriately	1b.2. Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially.	1b.2 Administrative Team ESE Chair Teacher.	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4
		1b.3. Students' ability to identify main idea and details within a paragraph.	1b.3. Using sentence strips, students will practice sorting main idea and details into paragraphs.	1b.3. Administrative Team ESE Chair Teacher	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4	1b.2. SLC Framework documentation

Writing Professional Development

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

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	Identify Grade Levels Here	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team
Write for the Future	Grades 6-8	Thinking Maps Trainer	6-8 Language Arts Teachers	August 2012	Classroom Observation and Feedback	Administrative Team
Write from the Beginning	Grades K-4	Thinking Maps Trainer	6-8 Language Arts Teachers	August 2012	Classroom Observation and Feedback	Administrative Team
Thinking Maps Response to Literature	Grades K-8	All Instructional Staff	Grade Level	October - May	Classroom Walkthroughs, Collaborative Planning	Administration
Collaborative Planning	Grades K-8	All Instructional Staff	Grade Level	October - May	Classroom Walkthroughs, Collaborative Planning	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Response to Literature	Teacher Manual/Professional Development	Title II	
			Subtotal:
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Teacher Manual/Professional Development	Title II	
Collaborative Planning	Substitutes for 5 teachers x 3 days	General Fund	
			Subtotal:

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

Other			
	Description of Resources	Funding Source	Amount
Write from the Beginning	Teacher Manual	Textbook Funds	5000.00
			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
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student reading ability	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	Pre and interim assessments SLC Civics final exam SLC Framework. FCAT reading.
By the end of the year, 80% of students (176) will demonstrate a learning gain on the SLC Civics exam.	NO DATA AVAILABLE FOR 2012	By the end of the year, 80% of students (176) will demonstrate a learning gain on the SLC Civics exam.		Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.			

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

			Provide opportunities for students to participate in project-based learning activities, including Project Citizen.			
		1.2. Teachers' effective use of instructional strategies	<p>1.2</p> <p>All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>Emphasis on appropriate elements from DQ1, DQ2 and DQ3.</p> <p>Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.</p> <p>Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.</p>	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. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.
		1.3. Student background knowledge	<p>1.3.</p> <p>All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>DQ2 Elements 6, 8, 12, and 15 for teachers to establish background knowledge.</p>	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. SLC Civics final exam data. SLC Framework.

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

			In the long-term, have teachers in grades 3-5, utilize District-recommended lesson plans with assessments aligned to identified Civics benchmarks to maximize opportunities for students to master content.			
		1.4. Students have limited understanding of civic engagement.	1.4. Students will participate in the research-based program "Project Citizen." Emphasis will be on an in-depth understanding of citizen engagement in a public policy issue. DQ4 Elements 21, 22, and 23.	1.4. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.4. School and district assessments will be administered to monitor student progress along with evaluation of the Project Citizen portfolio as determined by use of the common rubric.	1.4. Pre and interim assessments SLC Civics final exam SLC Framework. Individual class Project Citizen Portfolio including 5-step process and student writing samples.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.		2.1. Student motivation and seeing course content as relevant.	2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ5 Elements 25, 29, and 32. Provide opportunities for students to write to inform and to persuade. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	2.1. SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.
<u>Civics Goal #2:</u> By the end of the year, 20% of students (47) will score 70% or higher on the Civics SLC final exam.	<u>2012 Current Level of Performance:*</u> NO DATA AVAILABLE FOR 2012	<u>2013 Expected Level of Performance:*</u> By the end of the year, 20% of students (47) will score 70% or higher on the Civics SLC final exam.				

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

				Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Grades 3-5 Civics Benchmarks	Grades 3-5 and 7	Grade/Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Civics DBQ Project/CIS	Grade 7	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration
Thinking Maps Response to Literature	Grade 7	Thinking Maps Trainer	Grade level	October-May	CWTs, Collaborative Planning	Administration
Collaborative Planning	Grade 7	Administration, Department Chair	Grade level	October-May	CWTs, Collaborative Planning	Administration
Project Citizen	Grade 7	PC Trainer	Grade level	August-January	Portfolio	Administration

Civics Budget (Insert rows as needed)

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

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

Civics DBQ/CIS	Class set of materials and teacher resources	Title I/Title II	
Thinking Maps Response to Literature	Teacher Manual	Title I/Title II	
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning	CCSS/Formative and Summative Assessments	Title I	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Truancy stayed the same from the previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services.	1.1. Assistant Principal	1.1. Bi-weekly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings.	1.1. Truancy logs and attendance rosters.
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Our goal for this year is to increase attendance to 96% by	95%	96%					
	2012 Current Number of Students	2013 Expected Number of Students					

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

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

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. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 1% by June 2013.	with Excessive Absences (10 or more)	with Excessive Absences (10 or more)					
	500	495					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	209	206	1.2. Illnesses – excused absences have stayed from previous year.	1.2. Provide parents with information for the KidCare program, Florida’s state insurance program for children.	1.2. Administrators	1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters

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
Health and Wellness	Physical Education and Health	District staff Coordinator of Health and Wellness and school health/nurse	PE/Health teachers, resource teachers	October 26, 2012	Create a wellness council to monitor implementation of program recommended by the District Health/Wellness Coordinator	Administrators, School Nurse/Health Aide, and wellness council

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)

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

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

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.					
<p>Suspension Goal #1:</p> <p>Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.</p>	<p>2012 Total Number of In-School Suspensions</p> <p>#406</p>	<p>2013 Expected Number of In-School Suspensions</p> <p>#365</p>	<p>The total number of in-school and out-of-school suspensions increased from 580 incidents during the 2010-11 school year to 608 in the 2011-12 school year, an increase of 28 incidents.</p> <p>There are limited opportunities to recognize students for positive behavior.</p>	<p>Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.</p>	<p>Administrative team and PBS Core team or MTSS/RTI Core team</p>	<p>Monitor behavior incident report and BIR monthly.</p>	<p>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.</p>					
	<p>2012 Total Number of Students Suspended In-School</p> <p>#173 (12.6%)</p>	<p>2013 Expected Number of Students Suspended In-School</p> <p>#156 (10.7%)</p>										
	<p>2012 Number of Out-of-School Suspensions</p> <p>#202</p>	<p>2013 Expected Number of Out-of-School Suspensions</p> <p>#182</p>										
	<p>2012 Total Number of Students Suspended Out-of-School</p> <p>#107 (7.8%)</p>	<p>2013 Expected Number of Students Suspended Out-of-School</p> <p>#96 (6.6%)</p>										
								1.2	1.2.	1.2.	1.2.	1.2.
								Parental Involvement	Deans and/or Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.	Deans/Counselor	Monitor parent contact log for evidence of communication with parents of students who have been placed on in/out of school suspension.	Parent Contact Log, Parent sign in/out log

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

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

PD on PBS	K-8	PBS Core Team/Administrators	All faculty, staff, students, parents, community	August 2012	CWT Data	Administration
PD on MTSS/RTI	K-8	MTSS/RTI Core Team members	All faculty	August 2012	CWT Data	Administration
PD on CHAMPS	K-8	PBS Core Team/Administration	All Faculty	August 2012	CWT Data	Administration

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
			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

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Need for multiple communication tools for parent outreach for K-8.	1.1. Increase the methods and/or number of attempts to inform parents of upcoming events.; communication can include newsletters, brochures, phone calls, emails, and/or Connect-Ed. Ensure communication methods/attempts are in languages other than English, as appropriate.	1.1. Administration, Designated personnel for sponsored event.	1.1. Parent participation at identified events.	1.1. Parent Sign In Sheets, Connect-Ed log, copies of written communication
<i>By June 2013, parent involvement will increase by 5% as measured by the number of volunteer hours logged and attendance rosters provided for any school event open to parents.</i>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	<i>Our 2011-2012 data shows we had hours of volunteer service.</i>	<i>For the 2012-2013 school year, we will increase volunteer hours by 5%.</i>					
			1.2 More parents may need to work outside the home to local economy/recession.	1.2. Recruit families, businesses, and community members to participate as school volunteers.	1.2. Administration, PTO Committee, Volunteer Coordinator	1.2. Administration and Volunteer Coordinator will review volunteer log to determine volunteer participation rate.	1.2. Increase volunteer participation as reflected through volunteer log.
			1.3 Limited amount of time and/or knowledge base for parents to assist student(s) at home.	1.3. Provide family nights focused on core content areas to increase parental knowledge of curriculum and instructional strategies. Families night include events such as; Fall Into Reading Night, Grade Group Curriculum Nights, Math Nights, Science Nights, ESOL Parent Nights, ESE Nights, Hispanic Heritage Night, Black History Month Celebration, etc...	1.3. Administration, Literacy Council Members, Grade Groups, Content Area Teachers	1.3. Increase in parent participation, Sign In Sheets, Parent/Student Engagement Surveys, Increased Student Achievement (FCAT, Benchmarks, etc...)	1.3. Sign In Sheets, Parent/Student Engagement Surveys, Increased Student Achievement (FCAT, Benchmarks, etc...)

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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

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

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		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
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Develop and implement rigorous STEM-infused science curricula in grades PreK-8.	1.1. Alignment of school-based curriculum and assessment documents to district, state, and national standards	1.1. Continually revise all science assessments to align with district, state, and national standards Continually align school pacing calendar with district created scope and sequence	1.1. Science Department Chair, Science Department	1.1. Department collaboration, progress monitoring	1.1. Benchmarks, FCAT, Classroom Assessments, Grades
	1.2. Limited exposure to real-world STEM applications	1.2. Provide students exposure to real-world STEM applications through field trips, presentations, guest speakers, and virtual experiences.	1.2. Science Teachers, Science Department Chair	1.2. Progress Monitoring	1.2. Benchmarks, FCAT, Classroom Assessments, Grades
	1.3. Varying levels of mastery of scientific method and scientific process	1.3. Provide students instruction on scientific investigations.	1.3. Science Teachers, Science Department Chair	1.3. Department collaboration, progress monitoring	1.3. Benchmarks, FCAT, Classroom Assessments, Grades, Science Fair (District and State level)

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p>This goal will be specific to each school.</p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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
---------------------------	--

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :* <i>Enter numerical data for current goal in this box.</i>	2013 Expected Level :* <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

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

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)

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

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 Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: \$10,000.00

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

Mathematics Budget	
	Total:\$1,000.00
Science Budget	
	Total:\$1,000.00
Writing Budget	
	Total:\$5,000.00
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:\$17,000.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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.
Our SAC will continue to meet monthly to closely monitor our progress monitoring data to assist the school in identifying strategies for academic improvement.

Describe the projected use of SAC funds.	Amount
N/A	