Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Fort Pierce Central High School	District Name: St Lucie County
Principal: Todd Smith	Superintendent: Michael Lannon
SAC Chair: Julie Gilmour	Date of School Board Approval:

Student Achievement Data:

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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

<u>Highly Effective Administrators</u>

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	Todd Smith	School Principal (all levels), Emotional Handicapped (grades K-12) Masters Degree	4	12	Principal of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: • Reading: 47% • Math: 42% • Writing: 84% • Science: n/a Learning Gains: • Reading 62% • Math 39% Lowest quartile learning gains • Reading 66% • Math 60% AYP %, • Principal of Fort Pierce Central High School 2010-2011 Grade: B Mastery: • Reading 42%, • Math 73%, • Science 38%, Learning Gains: • Reading 48% • Math 77% Lowest quartile learning gains • Reading 42% • Math 78% AYP 85%, • All subgroups (White, Black, Hispanic, ED, and SWD) did not make AYP in reading. • All sub-groups made AYP in math.

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Assistant Principal	Megan Guyer	Master of Arts Education Educational Administration & Supervision, FAU Ed. Leadership K-12 ESE K-12 Middle Grades Curriculum 5-9	1	1	New to administration

Assistant Principal	Arthur Jamison	Ed. Leadership K-12; Technology Education - 6-12	4	5	Assistant Principal of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: • Reading: 47% • Math: 42% • Writing: 84% • Science: n/a Learning Gains: • Reading 62% • Math 39% Lowest quartile learning gains • Reading 66% • Math 60% Assistant Principal of Fort Pierce Central High School 2010-2011 Grade: B Mastery: • Reading 42%, • Math 73%, • Science 38%, Learning Gains: • Reading 48% • Math 77% Lowest quartile learning gains • Reading 42% • Math 78% AYP 85%, • All subgroups (White, Black, Hispanic, ED, and SWD) did not make AYP in reading. • All sub-groups made AYP in math.

Assistant Principal	Kristi Pacocha	BA-Early Childhood and Elementary Education, Neumann University; Master of Arts Education Educational Administration & Supervision, Ball State University	2	2	Assistant Principal of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: ● Reading: 47% ● Math: 42% ● Writing: 84% ● Science: n/a Learning Gains: ● Reading 62% ● Math 39% Lowest quartile learning gains ● Reading 66% ● Math 60%

Assistant Principal	Susan Seal	BA- Elementary Education, Florida Atlantic University; Master of Education, Florida Atlantic University;	6	6	Assistant Principal of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: - Reading: 47% - Math: 42% - Writing: 84% - Science: n/a Learning Gains: - Reading 62% - Math 39% Lowest quartile learning gains - Reading 66% - Math 60% Assistant Principal of Fort Pierce Central High School 2010-2011 Grade: B Mastery: - Reading 42%, - Math 73%, - Science 38%, Learning Gains: - Reading 48% - Math 77% Lowest quartile learning gains - Reading 42% - Math 78% AYP 85%, - All subgroups (White, Black, Hispanic, ED, and SWD) did not make AYP in reading. - All sub-groups made AYP in math.

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Diane Jones	Professional Educator's: K-12 Varying Exceptionalities ESOL Endorsement Reading K-12 Endorsement, CAR-PD trainer	8	7	Literacy Coach of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: ● Reading: 47% ● Math: 42% ● Writing: 84% ● Science: n/a Learning Gains: ● Reading 62% ● Math 39% Lowest quartile learning gains ● Reading 66% ● Math 60%

Math	Earl David Freeland	Professional Educator's: 6-12 Mathematics	2	2	Math Coach of Fort Pierce Central High School 2011-2012 Grade: Pending Mastery: ● Reading: 47% ● Math: 42% ● Writing: 84% ● Science: n/a Learning Gains: ● Reading 62% ● Math 39% Lowest quartile learning gains ● Reading 66% ● Math 60%

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. Regular meetings of new teachers with assistant principal	Assistant Principal	On-going	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3. College campus Job Fairs and e-recruiting at Universities	Principal, District Retention Personnel	April 2012	
4. Soliciting referrals from current employees	Principal, Assistant Principals	n/a	Referral box in main office; however announcement will be made at September, December, and March faculty meetings

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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
Karen Burruano	Eng 9-12	English II	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
David Ferguson	English 6-12	English III	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Ami Foreman	English 6-12	English IV & CRE	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Eric Gruber	English 6-12	English I	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Eugenia Luther	Emotionally Handicap K-12 Reading Endorsement School Principal (all levels) Sociology (6-12)	Intensive Reading	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Susan Mannion	Elementary Ed (1-6) Reading Endorsement	Intensive Reading	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Marion Pacella	English 6-12 Reading Endorsement	English III	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Kristi Pacocha	ESE K-12 Educational Leadership (all levels)	Assistant Principal	Recommended to take at least three (3) semester hours of college credit <u>or</u> 60 in-service points toward the ESOL endorsement
Christopher Maxon	Social Science 5-9	Social Studies Teacher	Take the SAE

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)).

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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
117	1.71% (2)	27.3% (32)	29.91% (35)	41.03% (48)	41.03% (48)	68% (85)	11.97& (14)	5.13% (6)	10.26% (12)

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
Marion Pacella	Katrina Martin	Experienced English Teacher	- Orienting of state/district/school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in English instruction

Heather Sullivan	Heather Blackmon-Tanner	Experienced Art Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Art instruction
Kelly Nicol	Ashley Elliot	Experienced English Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in English instruction

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Joelle St Dic	Ron Allard	Experienced Math Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Math instruction
Jennifer Kalament	Deona Pearson Crystal Woodard	Experienced Science Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Science instruction

Karen Scott	Mesa Friedberg	Experienced Science Teacher	• Orienting of state/district/ school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Research based practices in Science instruction
Evelyn Stover	Megan Varney	Experienced English Teacher	• Orienting of state/district/ school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Research based practices in English instruction

Maria Perez	Lourdes Costa	Experienced Spanish Teacher	• Orienting of state/district/ school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Research based practices in Spanish instruction
Eric Gruber	Tangela Martin	Experienced English Teacher	• Orienting of state/district/ school expectations • Locating/developing appropriate resources • Differentiated lesson planning and instruction • Using student data to design lessons • Classroom management • Research based practices in English instruction

Earl Freeland	Sunshine Mercado	Experienced Math Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Math instruction
Sandra Dipilato	Katherine Miller	Experienced Freshman Seminar Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Freshman Seminar instruction

Russell Farmer	Jacyn Ann Ramlochan	Experienced Social Studies Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Social Studies instruction
Sharon Ortiz	Alice Gale-Wharton	Experienced Social Studies Teacher	- Orienting of state/district/ school expectations - Locating/developing appropriate resources - Differentiated lesson planning and instruction - Using student data to design lessons - Classroom management - Research based practices in Social Studies instruction

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.

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Title I, Part A
Title I funds will be coordinated through a school coordinator. As well, additional monies allocated by the district for professional development will be coordinated with our school professional development plan. The needs assessment is based on assessment data including FCAT, CPT, PSAT, SAT, ACT, CELLA and MAT. Strategies and interventions will include research based methods and instructional strategies that will be provided through after school programs.
Title I, Part C- Migrant
Migrant coordinates and integrates with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.
Title I, Part D
Coordinates and integrates with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.
Title II
Coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.
Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrants and ELL students. This will be correlated with our after school tutorials and other interventions.
Title X- Homeless
Integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.
Supplemental Academic Instruction (SAI)
After School Tutoring, Intensive Classes, MTSS Strategies and Interventions, Co-teaching courses, Credit Retrieval
Violence Prevention Programs
Presentation conducted by SRO's, Anti-bullying presentations, Educational lessons through school connect in Freshman Seminar classes
Nutrition Programs
Title I part C coordinates with the local programs to provide information on how families can receive services.
Housing Programs
Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families

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Head Start: n/a
Adult Education
Career and Technical Education Fort Pierce Central High School offers career training in culinary arts, health careers, early childhood, auto technician, criminal justice, business and marketing and Oracle. We are in the process of completing criteria to offer industry certification in the following areas; Microsoft MCAS (Word, Excel, PowerPoint) EKG, ASE Brakes, ASE Suspension & Steering, Early Childhood Professional Credential (ECPC), ProStart Certificate of Achievement, Certified Food Manager (CFM), Digital Video Production Adobe Premier Pro, and Oracle Certified Associate
Job Training Fort Pierce Central High School offers OJT for students. Students have the option of earning up to 3 credits while working. They are monitored by the OJT instructor.
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

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

Members include:
- Administrator(s): Megan Guyer, Arthur Jamison, Kristi Pacocha, Susan Seal
- MTSS:B Team Liaison: Megan Guyer
- School Counselor(s): Stacy Sommer
- Literacy Coach: Diane Jones
- Math Coach: Earl Freeland
- School Psychologist: Robert O'Neil
- School-Based ESE Specialist: Evelyn Stover
- School Social Worker: Kathryn McCormic
- Teacher Representative: Russell Farmer
- District MTSS Specialist: Amy Slacum

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

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

RtI Core PST Chair	• 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
Data Keeper	• 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
Time Keeper	• Provides periodic updates to team member regarding the amount of time left to complete a given task
Recorder	• Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings • Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval • Following administrative approval and when appropriate, shares minutes with the school staff

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

will present the evidence/data they have collected to a member of the PST.

Group PST

High

The Small Learning Community (SLC) model in high schools enables group PST meetings to focus on each SLC's specific problems (attendance, behavior, course failures, etc.). The school counselor, the administrator, and the dean of each community work together with the various school teams within an SLC to review data, finalize identification of intervention groups for behavior, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions without participation from the school counselor, administrator, and dean.

Individual PST

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

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

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

MTSS Implementation

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

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

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

2. Managed data will include:
   Academic
   - Oral Reading Fluency Measures
   - EasyCBM Benchmark Assessments
   - Journeys Benchmark Assessments
   - State/Local Math and Science assessments
   - FCAT
   - Student grades
   - School site specific assessments

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

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.

2. District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures; and

Describe plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The literacy team is composed of administrators, literacy and math coach, department heads and team leaders.

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT functions as an extension of the school based leadership team. All initiatives will be implemented according to department and team members. A variety of data will be used including FCAT, benchmarks, mini-bats, and FAIR to determine progress with literacy initiatives.
What will be the major initiatives of the LLT this year?
The LLT will initiate the following for the 2012-2013 school: mini-bat tests in reading, math and science, usage of FAIR data by classroom teachers, co-teaching lessons, and usage of Performance Matters data to form instruction.

Public School Choice
  ● **Supplemental Educational Services (SES) Notification**

August 7, 2012

Dear Parent:

Your child may be eligible to receive free tutoring through the Supplemental Educational Services (SES) program for the 2012-2013 school year.

Students enrolled in a Title I school and scored a Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) are eligible for SES services.

Supplemental educational services (SES) are additional academic instruction designed to increase students' academic achievement in reading/language arts, mathematics, or science. This tutoring takes place outside of the regular school day by state-approved SES providers. Tutoring will start by October 15, 2012.

Please come to one of our scheduled Provider Information Fairs to be held at Weatherbee Elementary on August 30th, 2012 from 6:00 p.m. – 8:00 p.m. or Dan McCarty on September 5th, 2012 from 6:00 p.m. – 8:00 p.m. You can meet with providers and talk about the program that may best meet your child's needs.

First, choose a provider for your child from the attached list of approved providers. To help you choose, we have enclosed a chart with questions to ask providers, called "Choosing an SES Provider." Then, complete the attached application form and list the providers in the order of your preference. We will try to assign your child to your first choice. If your first choice is not available, your child will be assigned to your second or third choice.

You must return the St. Lucie School District SES Application Form on or before September 14th, 2012 by using either of the following:
  ● Your child's school
  ● SES Provider Fair
  ● Fax: 772-429-7545; or

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- Mail or deliver to: Yvonne Johnson, Title I Department, St. Lucie School District Office, 4204 Okeechobee Road, Fort Pierce, FL 34947

Students will be prioritized if there are not enough funds to offer services to all eligible students whose parents request the services. If you have questions or need additional information, please contact Yvonne Johnson at (772) 429-4639

Sincerely,

Michael J. Lannon, Superintendent

Attachments: SES Application Form
                           SES Provider Directory
                                      Choosing an SES Provider

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.

- Instructional personnel will participate in staff development specifically designed to incorporate content related reading strategies into every class. All
- teachers trained in CRISS strategies will consistently implement appropriate CRISS strategies.
- NGCAR-PD teachers will implement specific, appropriate reading instruction infused throughout their content area curriculum.
- Instructional Focus Calendars will also be used in social studies, elective and foreign language classes that will be aligned with the reading instructional focus.
- The school's literacy plan will be consistently implemented with fidelity in all classrooms.
- All teachers will be teaching specific content vocabulary through the use of appropriate, specific vocabulary strategies.
- Additional content area teachers will be provided with NGCAR-PD training.

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?

Our career tech programs allow students to have real life experiences throughout the curriculum (Microsoft Academy, Aeronautical Engineering and Technology through Embry Riddle, health science, culinary arts, auto tech, information technology, criminal justice, and JROTC and Leadership Training.) Through these courses students also earn certificates which can be applied to post-secondary education.

In addition, identified students are placed in an AVID course in 9th and 10th grade to receive support and career planning strategies.

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?

Students receive academic and career counseling from school guidance counselor. Counselors meet with students in the classroom setting to provide information regarding course requirements and availability. Counselors meet with students individually and allow students to make individual course selections that are personally meaningful. Students complete career interest inventories during the 9th grade to assess future academic and career planning. The data from these inventories are used by students and counselors to plan individual courses of study.

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.

- College prep courses provided
- ACT and SAT prep support and practice provided for students
- Tutoring provided for 9th and 10th grade students in tested areas
- Mentoring and counseling provided to students to increase Bright Futures awards
- Students at all levels are placed in challenging coursework
- All 9th and 10th grade students take the PSAT
- All 11th grade students are encouraged to take the ACT or SAT
- All 12th grade students are encouraged to participate in tutoring and practice to increase re-take ACT/SAT scores

PART II: EXPECTED IMPROVEMENTS

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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, Literacy Coach	1a.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments. Administration observation of effective implementation with feedback. Teacher lesson design reflecting of St.Lucie County Framework. Administrative/ Teacher conferencing.	1a.1 Results of common formative assessments, Benchmark tests, and FCAT 2.0.	

Reading Goal #1a: **64% of 9th and 10th grade students participating in the FCAT 2.0 Reading test will score at a level 3 by June of 2013.** Levels of reading proficiency have been increasing for the past five years, indicating a positive trend. This is due to the increased focus and use of research based materials and practices. As well, the literacy coach has been available to support teachers thorough dissemination of materials as well as modeling use of strategies. In 2012, 26% of 9th and 10th grade students achieved	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

a level 3. This was an increase of 3% from the 2011 school year. This is expected to increase this year by 5%. Benchmarks will be administered each quarter and data chats will be held with English/ reading teachers. As well, this is the third year the mini-bats will be administered. They are scheduled to be administered 3x per quarter, with data chats to occur following each administration. Follow-up will be provided with teachers						

59% (625 students) are reading at grade level	64% (762students) will achieve proficiency as measured by the 2013 FCAT.					
		1.2. Student use of appropriate organizational and study skills	1.2. Students in targeted zone will be placed in AVID courses to support learning and organizational strategies Students will receive support through MTSS	1.2. Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	1.2. Improvement in grades, formative assessments, teacher feedback	1.2. Results of common formative assessments, Benchmark tests, and FCAT 2.0.
		1.3. Active student engagement	1.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.Students will monitor their own progress on FPC progress monitoring tracking sheets and conferences with teachers.	1.3. Teacher,Admin., Literacy coach, Guidance Counselors,Staff, RtI Team, students	1.3. Walkthroughs, lesson plans, Kagan, Criss, and Marzano strategies	1.3. Results of common formative assessments, Benchmark tests, 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 Administrative Team	1b.1 Lesson Study observations and debriefing sessions Professional Development Surveys	1b.1. Lesson Study Documentation and Reflection Tools		
Reading Goal #1b: By June 2013, 40% (68) of students will score at a Level 4, 5, 6 on the FAA Reading Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					

32% (63) of the are proficient at level 4, 5, 6 on the FAA Reading Test.	By June 2013, 40% (68) 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 Support Team Reading Coach Administration 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. Reading Coach Administration Teacher.	1b.3. Students' written or oral responses	1b.3. Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Lack of curriculum with complex text.	2a.1.Intensive Reading teachers will meet weekly to create lessons containing complex text. 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 Teacher, Admin., Literacy coach, Guidance Counselors ,Staff, MTSS Team, students	2a.1. Administration observation of effective implementation with feedback. Teacher lesson design reflective of Common Core understanding.	2a.1. GPA, Dual Enrollment results, A.P. results.ACT/SAT results		

Reading Goal #2a: **28% of 9ᵗʰ and 10ᵗʰ grade students participating in the FCAT 2.0 Reading test will score above proficiency and score a level 4 or 5 by June of 2013.** 23% of students are achieving above proficiency in reading. This represents an increase of 7% from the prior year. This percentage should increase by 5% this year due to an increased focus on appropriate placement in challenging coursework. As well, professional development to	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

support teachers is being provided. Increase rigor and relevance in classroom instruction						
	2012 Current Level of Performance:*On the 2012 FCAT 2.0 Assessment, 23% (291) of students scored at Achievement Levels 4 and 5 in Reading .	2013 Expected Level of Performance:* On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 28% (334).				

2a.2. *A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 3a.3. *The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	2a.2. *Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	2a.2. Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	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	2a.2. *SLC Framework *Administrative Classroom Walkthroughs

		3a.3.*Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. *Instructional and peer coaching.	3a.3. Teacher, Admin., Literacy coach, Guidance Counselors ,Staff, MTSS Team, students	3a.3.*Administration observation of effective implementation with feedback. *Individual and Collaborative review of student work.	3a.3.GPA, Dual Enrollment results, A.P. results, ACT/SAT results.	3a.3. *Student Responses from teacher made performance task items.
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 Administrative Team	2b.1. Lesson Study observations and debriefing sessions	2b.1. Lesson Study Documentation and Reflection Tools FAA	

Reading Goal #2b: **By June 2013, 87% of students will score proficient on the FAA Reading Test.**.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	81% (*) of students are proficient at level 4 or higher on the FAA Reading Test	By June 2013, 87% (*) of students will score proficient at level 4 or higher on the FAA Reading Test.				
		2b.2. Limited schema with fiction, nonfiction, and informational texts	2b2. Students will be exposed to fiction, nonfiction and informational text and will be taught to identify the differences. using Thinking Maps.	2b.2. District Professional Development Team Reading Coach Administration Teacher	2b.2. Observation of DQ 3 Element 18	2b.2. Feedback using Frameworks FAA

		2b.3 Students' lack of understanding the use of context clues to comprehend the text	2b.3 Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	2b.3 District Professional Development Team Reading Coach Administration Teacher	2b.3 Increased percentage of time students use new vocabulary appropriately	2b.3 Teacher made assessments FAA
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:	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1.*Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	3a.1. *Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	3a.1 1.District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	3a.1 Mini-bats, ongoing SRI results, Aims Web, benchmarks, GPA. Administration observation of effective implementation with feedback. Teacher lesson design reflecting Common Core understanding.	3a.1. FCAT 2.0		

Reading Goal #3a: **64% of of 9th and 10th grade students participating in the FCAT 2.0 Reading will make learning gains by June of 2013.** 59% of students made a learning gain in reading. This is an increase of 11% from the previous year when 48% of students achieved a learning gain in reading. This goal is targeted through support for students, and professional development for teachers.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *				
	59% (643 students) made learning gains in reading.	64% (762students) will make learning gains in reading				

| | | 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

Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students | 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 | |
|---|---|---|---|---|---|---|---|
| | | 3a.3.
*The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 – Vocabulary | | | | | |

		3a.3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery.	3a.3. District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	3a.3.The literacy coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS team will review data bi-weekly 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.	3a.3. Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level *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 Administrative Team	3b.1 Lesson Study observations and debriefing sessions	3b.1. Lesson Study Documentation and Reflection Tools FAA	

Reading Goal #3b: By June of 2013, 37% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	25% (*) of the students made learning gains on the FAA Reading Test.	By June of 2013, 37% (*) 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 Administrative Team	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

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	
		3b.3 Students' lack of understanding the use of context clues to comprehend the text	3b.3 Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues.	3b.3 District Professional Development Team Reading Coach Administration Teacher	3b.3 Increased percentage of time students use new vocabulary appropriately	3b.3 Teacher generated assessments Brigance Assessment

FAA |

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 District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	4A.1 Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	4A.1. SLC Framework, Administrative Classroom Walkthroughs	

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
25% of students will make learning gains in reading based on the FCAT 2.0 by June 2013. In 2012, of students in the lowest 25% made learning gains in Reading. This was an increase of from the prior year. The lowest 25% in reading has not shown sufficient AYP gains. This year the mini-bat results will be utilized by teachers to determine additional strategies and interventions in both English and reading classes. Data chats will be conducted on a quarterly basis						

with English teachers, and following each mini –bat with reading teachers. Teachers will use differentiation to meet the needs of each student. Mini-bat administration will be added to focus calendar.						
	9% (112 students) of the lowest 25% made learning gains in reading	25% of students in the lowest 25% will make learning gains in reading.				

| | | 4a.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. 4a.3. *The students come to school with limited background knowledge. | 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 Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students | 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 | |

		4a.3. Teachers will utilize ____ (insert resources identified in the Literacy Decision Tree) to support the development of background knowledge deficits. *St. Lucie County literacy routines will support background knowledge through read alouds.	4a.3. District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	4a.3. Administration observation of effective implementation with feedback. Teacher observation through of cooperative group discussions.	4a.3. Administration observation of effective implementation with feedback. Teacher observation through of cooperative group discussions.	4a.3. Common Weekly teacher generated assessments. *AIMS Web Assessments *Teacher assessment identifying learning scale achievement of targeted goal – Level 3. *Results from the 2013 FCAT 2.0 assessment. .	

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. Students are performing at one or more grade levels below 3rd grade requiring support in phonics and phonemic awareness strategies.	4b.1. The teacher will provide access to low tech and high tech assistive technology for support to provided differentiated instruction as written in the IEP supporting the student through access points.	4b.1. Teacher ESE Specialist AT Specialists (as deemed necessary by the IEP Team) Administration	4b.1. The teacher will differentiate instruction by providing daily opportunities for identified student to utilize the assistive technology to increase understanding of effective use of phonics and phonemic awareness.	4b.1. Teacher observation Data Collected from use of Assistive Technology Brigance Assessment FAA		

Reading Goal #4b: By June 2013 75% (*) students in the lowest 25% will make learning gains on FAA Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Reading. 50% (*) in the lowest 25% made learning gains on FAA Reading	By June 2013 75% (*) students in the lowest 25% will make learning gains on FAA Reading.				

		4b.2. Due to the severity of an individual student's disability, limited vocabulary restricts students from communi cating and understanding expressive language.	4b.2. Students will be given the opportunity to make choices using concrete objects; real pictures and symbols paired with words to accommodate the individual's identified disabilities.	4b.2. Teacher ESE Specialist Administration	4b.2. The teacher will provide daily opportunities to use expressive language to communicate connections between words objects and symbols.	4b.2. Data Collection Teacher Observation Brigance Assessment FAA
		4b.3 Due to the severity of an individual student's disability,, limited abilities to identify basic sight words provide processing challenges within text.	4b.3. Students must have continuous repetition/practice when learning reading concepts.	4b.3. Teacher ESE Specialist Administration	4b.3. Students will be provided sight word lists reflecting text that they will practice for continuous repetition to increase word recall fluency.	4b.3.Data Collection Teacher Observation Brigance Assessment FAA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 56% of students were proficient on the 2010-2011 FCAT Reading Assessment.	In June 2012, 56% of students were proficient in Reading increasing from the previous year by 4%.	By June 2013 58% of students will be proficient in Reading increasing from the previous year by 2%.	By June 2014 62% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2015 66% of students will be proficient in Reading increasing from the previous year by 68%.	By June 2016 70% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2017 75% of students will be proficient in Reading increasing from the previous year by 5%.
<u>Reading Goal #5A:</u> By June 2013 58% of students will be proficient in Reading 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 reading.**	5B.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5B.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.	5B.1. District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5B.1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5B.1. SLC Framework *Administrative Classroom Walkthroughs		

Reading Goal #5B: Student subgroups by ethnicity participating in the FCAT 2.0 Reading will increase learning gains by 4% by June of 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance: The following subgroups made learning gains based on 2012 the FCAT 2.0: White:61% Black: 33% Hispanic:45% Asian:47% American Indian: n/a	The following subgroups will increase learning gains based on the 2013 FCAT 2.0: White:68% Black:49% Hispanic:53% Asian:64% American Indian: n/a					

		5B.2 Teachers will utilize Wilson, Read 180, and Townsend Press curriculum to support the development of background knowledge deficits. *St. Lucie County literacy routines will support background knowledge through read alouds.	5B.2 District Professional Development Team Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5B.2 Administration observation of effective implementation with feedback. *Teacher observation through of cooperative group discussions.	5B.2 Administration observation of effective implementation with feedback. Teacher observation through of cooperative group discussions.	5B.2. SLC Framework *Administrative Classroom Walkthroughs	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	.5C.1 Lack of active engagement	5C.1 Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction, including ESOL strategies.	5C.1 Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5C.1 Walkthroughs, lesson plans, Kagan, Criss, and Marzano strategies	.5C.1 FCAT 2.0		

Reading Goal #5C: **23% of Hispanic English Language learner students will be proficient on in reading based on the FCAT by June 2013.** English language learner students did not make AYP in Reading by June of 2011. To make safe harbor, the numbers of English Language Learner students below grade level in reading must decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Based on the 2012 FCAT 2.0, an increase of 2% was seen from 2011-2012 for ELL students.	ELL students will increase learning gains by 13% based on 2013 FCAT 2.0					
		5C.2. Lack of goal setting skills 5C.3Teachers need more time and resources to use a variety of data to inform instruction	5C.2 Mentors will be assigned	5C.2 ESOL Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students		.5C.2 FCAT 2.0	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Appropriate support while immersed in challenging curricula	5D.1. Co-teaching support in core classes MTSS strategies Targeted tutoring IEP Implementation	5D.1. Teacher ,Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5D.1. SRI, mini-bats, benchmarks, Progress Monitoring of IEP Goals	5D.1. FCAT 2.0		

Reading Goal #5D: **38% of Students with disabilities will be proficient on in reading based on the FCAT by June 2013.** Students with disabilities did not make AYP in Reading by June of 2012. An inclusion model will be continued to ensure students' access to appropriate curricula. Co-teachers are provided in core areas to support students' acquisition and mastery of concepts and skills.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					

20% (70 students) achieved proficiency in reading.	38% (65 students) will achieve proficiency in reading.					
		5D.2. Lack of active engagement	5D.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	5D.2.Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5D.2. . Walkthroughs, lesson plans, Kagen, Criss, and Marzano strategies	5D.2. FCAT 2.0
		5D.3.Teachers need for time and resources to use a variety of data to inform instruction	5D.3. Data chats and collaboration	5D.3.. Teacher, Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students	5D.3.SRI, benchmarks, mini-bats	5D.3.FCAT 2.0

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.. Active Engagement	5E.1. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	5E.1.Teacher,Admin., Literacy coach, Guidance Counselors, Staff, MTSS Team, students ,	5E.1. Walkthroughs, lesson plans	5E.1. FCAT 2.0		

Reading Goal #5E: **52% of economically disadvantaged students will be proficient on in reading based on the FCAT by June 2013.** Economically disadvantaged students did not make AYP in Reading by June of 2011. To make safe harbor, the numbers of English Language Learner students below grade level in reading must decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *				

	40% (866) students) achieved proficiency in reading.	52% (936 students) will achieve proficiency in reading.					

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 Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

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

Aims Web Training	9-12	Teacher	Intensive Reading- Double blocked teachers	September 2012	Data Chats	Literacy Coach

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
Aims Web	Cartridges, Paper, Printers	General Fund	3,000
Subtotal: 3,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Role Alike Meetings	State & teacher created resources	n/a	n/a
Reading department meetings	State & teacher created resources	n/a	n/a
Common Core Meetings	Common core standards, PARCC	n/a	n/a
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Literacy Coach	Support, modeling, facilitating FAIR, benchmarks, and mini-batts	Title I	$71,000
Subtotal: 71,000			
Total: 74,000			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/ Speaking.	1.1. ELL students need to learn both English as core content and social/ spoken English in order to communicate effectively.	1. Language Experience Approach Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences.	1.1.Administration/ Literacy Coach/Team or Grade Level Leader	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA

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

CELLA Goal #1: *Based on the 2012 CELLA data, 25.5% (* students) of ELL students were proficient in Oral Skills. By June 2013, 30.5% (15 students) of ELL students will score proficient in Oral Skills as measured by CELLA.*	2012 Current Percent of Students Proficient in Listening/Speaking:				
	Based on the 2012 CELLA data, 25.5% of ELL students were proficient in Oral Skills.				
		1.2.	1.2. Modeling Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration/ Literacy Coach/ Team or Grade Level Leader	1.2. Classroom Observations utilizing the SLC Instructional Format	1.2. CELLA

		1.3.	1.3. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	1.3.Administration/ Literacy Coach/ Team or Grade Level Leader	1.3. Classroom Observations utilizing the SLC Instructional Format	2. CELLA
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/ or Building Prior Knowledge.	2.1.Administration/ Literacy Coach/Team or Grade Level Leader	2.1. Formative Assessment	2.1. CELLA	

CELLA Goal #2: *Based on the 2012 CELLA data, 13.7% (* students) of ELL students were proficient in Reading. By June 2013, 18.7% (9 students) of ELL students will score proficient in Reading as measured by CELLA.*	2012 Current Percent of Students Proficient in Reading :					
	Based on the 2012 CELLA data, 13.7% of ELL students were proficient in Reading.					
		2.2.	2.2. Reading aloud to students helps them develop and improve literacy skills.	2.2.Administration/ Literacy Coach/ Team or Grade Level Leader	2.2.Timed Student Reading	2.2. CELLA
		2.3	2.3 Vocabulary with context clues.	2.3.Administration/ Literacy Coach/ Team or Grade Level Leader	2.3 Formative Assessments	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.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	2.1.Administration/ Literacy Coach/Team or Grade Level Leader	2.1. Journals	2.1. CELLA	
CELLA Goal #3: *Based on the 2012 CELLA data, 9.8% (* students) of ELL students were proficient in Writing. By June 2013, 14.8% (7students) of ELL students will score proficient in Writing as measured by CELLA.*	2012 Current Percent of Students Proficient in Writing :					
	Based on the 2012 CELLA data, 9.8% of ELL students were proficient in Writing.					
		2.2.	2.2. Graphic Organizers	2.2.Administration/ Literacy Coach/ Team or Grade Level Leader	2.2. Student Work	2.2. CELLA

		2.3	2.3.Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	2.3.Administration/ Literacy Coach/ Team or Grade Level Leader	2.3.Student Writing Samples	2.3 CELLA

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Meetings	Common core standards, PAARC	n/a	n/a
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0.00			
Total:0.00			

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Train teachers to effectively implement Access Points.	1.1. Instructional staff will participate in department PLC opportunities.	1. District PD Team ESE Specialists Administrative Team	1.1. Lesson Study observations and debriefing sessions	1.1Lesson Study Documentation and Reflection Tools FAA		
Mathematics Goal #1: By June 2013, 70% (*) of students in grades 9-10 will score at a Level 4,5,6 on the FAA Math test	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					

64% (*) of the students in grades 9-10 are proficient at level 4,5,6 on the FAA Math Test.	By June 2013, 70% (*) of students in grades 9-10 will score at a Level 4,5,6 on the FAA Math test					
		1.2. Students limited in basic math skills based on their cognitive impairment or other identified disability	1.2. Using research based strategies; instructional staff will provide direct instruction in basic math strategies affording multiple opportunities for teaching to mastery of skills and repetition to maintain skills.	1.2. Teacher Administration	1.2. Teacher lessons that reflect access points using basic math skills.	1.2. Teacher lessons that reflect access points using basic math skills.

		1.3. Students are deficient in multi-step problem solving skills to solve high level math problems.	1.3. The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems.	1.3.Teacher Administrator	1.3.Teacher lessons that reflect access points using multi step problem solving strategies	1.3.FAA Brigance Assessment, Data Collection Observation.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.Train teachers to effectively implement Access Points.	2.1.Instructional staff will participate in department PLC opportunities.	2.1.District PD Team ESE Specialists Administrative Team	2.1.Lesson Study observations and debriefing sessions	2.1Lesson Study Documentation and Reflection Tools FAA .		
Mathematics Goal #2: By June 2013, 23% (*) of students in grades 9-10 will score at or above a Level 7 on the FAA Math Test	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					

17% (*) of the students in grades 9-10 are proficient at or above level 7 on the FAA Math Test.	By June 2013, 23% (*) of students in grades 9-10 will score at or above a Level 7 on the FAA Math Test					
		2.2Increase proficiency of student skills in algebraic thinking and Geometry and Spatial Sense	2.2.Increase instructional time for math and applications of math concepts by embedding math across the curriculum content areas	2.2.Teacher Administration	2.2.Teacher lessons that reflect the access points in math applications	2.2. Teacher observation, teacher made assessments, pre-post tests FAA	
		2.3 Teacher strategies to teach higher level math skills in a functional application	2.3 Instructional staff members will be provided professional development opportunities, learning communities ,peer support to develop math strategies	2.3 Teacher Administration District Professional Development Team	2.3 Administration observation of effective implementation with feedback. Teacher lesson design that reflects the use of various strategies in teaching functional math skills at a higher level	2.3 Administration Classroom Walkthrough Reflection 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:	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3.1. Train teachers to effectively implement Access Points.	3.1. Instructional staff will participate in department PLC opportunities	3.1. District PD Team ESE Specialists Administrative Team	3.1. Lesson Study observations and debriefing sessions	3.1.Lesson Study Documentation and Reflection Tools FAA		

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Mathematics Goal #3: By June of 2013, 20% (*) of the students in grades 9 will make learning gains on the 2012-2013 FAA Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (*) of the students in grades 10 made learning gains on the FAA Math Test.	By June of 2013, 20% (*) of the students in grades 9 will make learning gains on the 2012-2013 FAA Math Test.				

		3.2. Due to the nature and severity of a student's disability, students are challenged with processing and application of math concepts	3.2.Students must have continuous repetition/practice when learning math concepts	3.2.District PD Team Teachers Administration	3.2. Students will participate in a daily practice with digestible bites delivered of each concept and provided practice to demonstrate understanding.	3.2.Teacher generated assessments calibrated to levels of access points showing demonstration of proficieny FAA Brigance Assessment	
		3.3. Due to the nature and severity of a student's disability, students are challenged to effectively communicate their thought processes through written/oral language	3.3.The students will be provided with visual choices to support mathematical thinking to solve problems.	3.3.Teacher Administration	3.3. Students will provide a variety of visuals to support their thinking through problem solving equations.	3.3.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:	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.Train teachers to effectively implement Access Points.	4b.1.Instructi onal staff will participate in department PLC opportunities	4b.1.District PD Team ESE Specialists Administrative Team	4b.1.Lesson Study observations and debriefing sessions	4b.1.Lesson Study Documentation and Reflection Tools FAA		

Mathematics Goal #4: By June 2013 50% (*) students in grades 9 in the lowest 25% will make learning gains on FAA Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (*) students in grades 10 in the lowest 25% made learning gains on FAA Math	By June 2013 50% (*) students in grades 9 in the lowest 25% will make learning gains on FAA Math.				

		4.2. Due to the students multiple impairments they are unable to retain and recall information or effectively communicate and solve problems.	4.2.Instructional staff will use multi-modalities to teach basic math skills	4.2.Teacher Administration	4.2 Collect data on a data collection sheet as stated in IEP goals	4.2. Data collection sheet Brigance Assessment FAA
		4.3Limited abilities to apply basic facts and concepts when solving basic math problems.	4.3. Students must have continuous repetition/practice when learning math concepts.	4.3.Teacher Administration	4.3.Students will be provided problems and given opportunities to demonstrate their understanding with oral or written explanations of math concepts by using lo tech or high tech assistive technology or visual math manipulatives	4.3.Data Collection Teacher Observation Brigance Assessment FAA

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to					

	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. **Students scoring at Achievement Level 3 in Algebra.**	1.1.Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1.Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	1.1.* District professional development team * Instructional coaches * Administration *Teacher	1.1.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1.* St. Lucie County framework * Administrative classroom walkthroughs		

Algebra Goal #1: By June 2013, 40% (171) of students enrolled in Algebra I will score at level 3 on the Algebra I End of Course Exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Prior Algebra 1 EOC data not available for students ENROLLED IN Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013, 40% (171) of students enrolled in Algebra I will score at level 3 on the Algebra I End of Course Exam.					

		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 * Math coaches * 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 results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.	1.3. Provide additional practice in solving and graphing quadratic equations that involve real world applications. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	1.3.Administrators Math Coach Department head Teachers	1.3.* Individual and collaborative review of student work	1.3.*Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini- Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.

		1.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	1.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	1.4 Math Coach Department Head Teachers	1.4* Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	1.4 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. * District professional development team * Instructional coaches * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #2: By June 2013,40% (171) of students enrolled in Algebra I will score at level 4 or higher on the Algebra I End of Course Exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Prior Algebra 1 EOC data not available for students enrolled in Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013, 40% (171) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.				

		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 * Math coaches * 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 *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

		2.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	2.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	2.4 Math Coach Department Head Teachers	2.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	2.4 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Based on the 9th grade Algebra I End of Course Examinations: • 9% of students scored at the proficient level which was a score of 55 or higher. • 36% (136 students) scored in	In June 2012, 42% of students were proficient in Algebra increasing from the previous year by 4%.	By June 2013 42% of students will be proficient in Algebra.	By June 2014 48 % of students will be proficient in Algebra increasing from the previous year by 4%.	By June 2015 53% of students will be proficient in Algebra increasing from the previous year by 5%.	By June 2016 59% of students will be proficient in Algebra increasing from the previous year by 4%.	By June 2017 65% of students will be proficient in Algebra increasing from the previous year by 4%.

	the scale score range of 46-54. • 55% (210 students) scored less than a 46 scale score.					
Algebra Goal #3A: By June 2013 42% of students will be proficient in Algebra I increasing from the previous year by 4%.						

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: 50% The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Black: 33% The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions,	3B.1. Provide all students with more practice in solving real world problems to explore and apply the use of system of equations. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. *Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	3B.1. *Teachers *Instructional Coaches *Department Heads *Administration	3B.1. * Individual and collaborative review of student reflective logs	3B.1. *Common Unit/Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		

	Linear Equations and Inequalities. Hispanic: 45% The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities. Asian: n/a American Indian: n/a						

Algebra Goal #3B: By June 2013, 50% (68) of white students, 41% (42) of Hispanic students, and 33% (64) of black students will be proficient on the 2012-13 Algebra I EOC assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Prior Algebra 1 EOC data not available for students enrolled in Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013, 50% (68) of white students, 41% (42) of Hispanic students, and 33% (64) of black students will be proficient on the 2012-13 Algebra I EOC assessment.				

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

		3B.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	3B.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	3B.4 Math Coach Department Head Teachers	3B.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	3B.4 St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3C.1. * District professional development team * Instructional coaches * Administration *Teacher	3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3C.1.* St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3C: By June 2013, 40% (6) of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment.	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					

	Prior Algebra 1 EOC data not available for students enrolled in Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013, 40% (6) of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment.				
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. * District professional development team * Math coaches * Administration *Teacher	3C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3C.2. * St. Lucie County framework * Administrative classroom walkthroughs

| | | 3C.3 Students come with limited academic language. | 3C.3 Instructional staff will engage students in daily vocabulary activities. | 3C.3 * Teachers * Instructional coaches | 3C.3 Academic vocabulary used by students in written and oral responses. | 3C.3 *Common Unit/Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3. | |

		3C.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	3C.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	3C.4 Math Coach Department Head Teachers	3C.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	3C.4 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3D.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3D.1. * District professional development team * Instructional coaches * Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3D: By June 2013 36% (31) of SWD students will make satisfactory progress on the 2012-13 Algebra I EOC Assessment.	2012 Current Level of Performance: *	2013 Expected Level of Performance:* *					

	Prior Algebra 1 EOC data not available for students enrolled in Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013 36% (31) of SWD students will make satisfactory progress on the 2012-13 Algebra I EOC Assessment.					

		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D.2. * District professional development team * Math coaches * Administration *Teacher	3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3D.2. * St. Lucie County framework * Administrative classroom walkthroughs	

		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers * Instructional coaches *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.3 *Common Unit/Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

		3D.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	3D.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	3D.4 Math Coach Department Head Teachers	3D.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	3D.4 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1.Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1.* District professional development team * Instructional coaches * Administration *Teacher	3E.1.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Algebra Goal #3E: By June 2013, 40% (128) of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC assessment.	2012 Current Level of Performance:* *	2013 Expected Level of Performance:* *					

	Prior Algebra 1 EOC data not available for students enrolled in Algebra 1 for the first time. All retake students scored below 3 on the Algebra I EOC for the 2011-2012 administration.	By June 2013, 40% (128) of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC assessment.					

		3E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.2. * District professional development team * Math coaches * Administration *Teacher	3E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3E.2. * St. Lucie County framework * Administrative classroom walkthroughs	

| | | 3E.3 Students lack the schema necessary to solve real-world problems. | 3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000. | 3E.3 *Teachers * Instructional Coaches | 3E.3 *Observation of appropriate use of vocabulary in student written and oral Language. | 3E.3 *Common Unit/Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3. | |

		3E.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	3E.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	3E.4 Math Coach Department Head Teachers	3E.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	3E.4 * St. Lucie County framework * Administrative classroom walkthroughs	

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 * Instructional coaches * Administration *Teacher	1.1.* Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	1.1. * St. Lucie County framework * Administrative classroom walkthroughs		

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Geometry Goal #1: By June 2013, 45% (270) of students enrolled in Geometry will score at level 3 or higher on the Geometry End of Course Exam.	2012 Current Level of Performance:**	2013 Expected Level of Performance:*					
	The results of the 2012 Algebra EOC assessment indicate 9% (45) students scored in the upper third (Levels 3-5).	By June 2013, 45% (270) of students enrolled in Geometry will score at level 3 or higher on the Geometry End of Course Exam.					

| | | 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 * Math coaches * 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.	2. Math Coaches Department Heads Teachers	1.3. * Individual and collaborative review of student work	1.3. *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	
		1.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	1.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	1.4 Math Coach Department Head Teachers	1.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	1.4 * St. Lucie County framework * Administrative classroom walkthroughs	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 * Instructional coaches * Administration *Teacher	2.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	2.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Geometry Goal #2: By June 2013, 45% (270) of students enrolled in Geometry will score at level 3 or higher on the Geometry End of Course Exam.	2012 Current Level of Performance:**	2013 Expected Level of Performance:*					
	The results of the 2012 Algebra EOC assessment indicate 9% (45) students scored in the upper third (Levels 3-5).	By June 2013, 45% (270) of students enrolled in Geometry will score at level 3 or higher on the Geometry End of Course Exam.					

		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 * Math coaches * 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 *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

		2.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	2.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	2.4 Math Coach Department Head Teachers	2.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	2.4 * St. Lucie County framework * Administrative classroom walkthroughs	
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** Based on the Geometry End of Course Examinations 44% of students were proficient.	In June 2012, 44% of students were proficient in Geometry increasing from the previous year by 4%.	By June 2013 48% of students will be proficient in Geometry increasing from the previous year by 4%.	By June 2014 52% of students will be proficient in Geometry increasing from the previous year by 4%.	By June 2015 56% of students will be proficient in Geometry increasing from the previous year by 68%.	By June 2016 60% of students will be proficient in Geometry increasing from the previous year by 4%.	By June 2017 64% of students will be proficient in Geometry increasing from the previous year by 4%.

Geometry Goal #3A: By June 2013 48% of students will be proficient in Geometry increasing from the previous year by 4%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: 10% (17) Black: 6% Hispanic: 12% (15) Asian: n/a American Indian: The reporting category students struggled the most within on the Geometry EOC assessment was Reporting Category 1- Two Dimensional Figures.	3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid. Provide teachers with support in assisting a student in exploring geometric properties to justify measures and characteristics of polygons. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous,	2.3 *Teachers *Instructional Coaches *Department Heads *Administration	2.3 * Individual and collaborative review of student reflective logs	2.3 *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.		

		real-world problems, aligned to the content the students are learning					
Geometry Goal #3B: By June 2013, 42% (86) of white students, 42% (71) of Hispanic students, and 42% (87) of black students will be proficient on the 2012-13 Geometry EOC assessment.	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					

	The results of the 2012 Algebra EOC assessment show 10% (17) of white students, 6% (*) of black students and 12% (15) of Hispanic students were proficient (level 3-5).	By June 2013, 42% (86) of white students, 42% (71) of Hispanic students, and 42% (87) of black students will be proficient on the 2012-13 Geometry EOC assessment.				
		3B.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3B.2. * District professional development team * Instructional coaches * Administration *Teacher	3B.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3B.2. * St. Lucie County framework * Administrative classroom walkthroughs

		3B.3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3 Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3 * District professional development team * Math coaches * Administration *Teacher	3B.3 * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3B.3 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3C.1. * District professional development team * Instructional coaches * Administration *Teacher	3C.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3C.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #3C: By June 2013, 40% (*) of ELL students will make satisfactory progress on the 2012-13 Geometry assessment.	2012 Current Level of Performance: *	2013 Expected Level of Performance:* *					

	The results of the 2012 Algebra EOC assessment show 17% (*) of ELL Students were proficient (level 3-5).	By June 2013, 40% (*) of ELL students will make satisfactory progress on the 2012-13 Geometry assessment.				
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. * District professional development team * Math coaches * Administration *Teacher	3C.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3C.2. * St. Lucie County framework * Administrative classroom walkthroughs	

| | | 3C.3 Students come with limited academic language. | 3C.3 Instructional staff will engage students in daily vocabulary activities. | 3C.3 * Teachers * Instructional coaches | 3C.3 Academic vocabulary used by students in written and oral responses. | 3C.3 *Common Unit/Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3. | |
| | | 3C.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff. | 3C.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines | 3C.4 Math Coach Department Head Teachers | 3C.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups | 3C.4 * St. Lucie County framework * Administrative classroom walkthroughs | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3D.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3D.1. * District professional development team * Instructional coaches * Administration *Teacher	3D.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3D.1. * St. Lucie County framework * Administrative classroom walkthroughs		

Geometry Goal #3D: By June 2013, 33% (19) of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.	2012 Current Level of Performance:**	2013 Expected Level of Performance:**					
	The results of the 2012 Algebra EOC assessment show 6% (*) of SWD Students were proficient (level 3-5).	By June 2013, 33% (19) of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.					

		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D.2. * District professional development team * Math coaches * Administration *Teacher	3D.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3D.2. * St. Lucie County framework * Administrative classroom walkthroughs	
		3D.3 Students have difficulty processing multi-step problems.	3D.3 Provide students with step-by-step support for problem-solving.	3D.3 * Teachers * Instructional coaches *Department Heads	3D.3 * Observation of student independently applying step-by-step problem solving	3D.3 *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.	

		3D.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff.	3D.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines	3D.4 Math Coach Department Head Teachers	3D.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups	3D.4 * St. Lucie County framework * Administrative classroom walkthroughs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1. * District professional development team * Instructional coaches * Administration *Teacher	3E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs		
Geometry Goal #3E: By June 2013, 33% (4) of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	The results of the 2012 Algebra EOC assessment show 17% of economically disadvantaged Students were proficient (level 3-5).	By June 2013, 33% of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment.				
		3E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.2. * District professional development team * Math coaches * Administration *Teacher	3E.2. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting application of St. Lucie County framework * Administrative/ teacher conferencing	3E.2. * St. Lucie County framework * Administrative classroom walkthroughs

| | | 3E.3 Students lack the schema necessary to solve real-world problems. | 3E.3 Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000. | 3E.3 *Teachers * Instructional Coaches | 3E.3 *Observation of appropriate use of vocabulary in student written and oral Language. | 3E.3 *Common Unit/ Learning Goal assessments *Targeted remediation as Identified on Common Assessments *Common Mini-Bats aligned with identified areas of need * St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3. | |
| | | 3E.4 A broad range of knowledge and implementation strategies for the SLC Math Routines exists among instructional staff. | 3E.4 Provide opportunities to develop foundational knowledge and new strategies to effectively implement the Math Routines | 3E.4 Math Coach Department Head Teachers | 3E.4 * Direct modeling of implementation strategies * Opportunity to participate in learning rounds * Development of common strategies within role alike groups | 3E.4 * St. Lucie County framework * Administrative classroom walkthroughs | |

End of Geometry EOC Goals

Mathematics Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Aims Web	Cartridges, Paper, Printers	General Fund	$3,000
Math Bootcamp (x3)	Teacher Stipends, Facility, Supplies, Food, Transportation	Title I	$5,700
Inside Algebra	Student workbooks, computer programs	Title I	$8,500
Subtotal: $17,200			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Calculators (TI84 & TI30)	Calculators		$4,600
Subtotal:$4,600			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Role Alike Meetings	State & teacher created resources	n/a	n/a
Math department meetings	State & teacher created resources	n/a	n/a
Common Core Meetings	Common core standards, PARCC	n/a	n/a
Subtotal:$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Coach	Support, modeling, benchmark, mini-batt facilitation, usage of PM	Title I	$75,000
Content Delivery-Managing Response Rates	Whiteboard supplies, math manipulatives, content specific materials	Title I	$1,000
Subtotal: 76,000			

Total: $97,800			

Florida Alternate Assessment High School Science Goals

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

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

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1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1. Train teachers to effectively implement Access Points.	1.1. Instructional staff will participate in department PLC opportunities	1.1. District PD Team ESE Specialists Administrative Team	1.1. Lesson Study observations and debriefing sessions	1.1. Lesson Study Documentation and Reflection Tools FAA	
Science Goal #1: By June of 2013, 66% (*) of students in grade 11 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	_50__%(*) students achieved a Level 4, 5or 6 in science on the 2011/ 2012 FAA assessment	By June of 2013, 66% (*) of students in grade 11 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment				
		1.2. Opportunities for students to learn the language of science	1.2. Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1.2. Teacher Administration	1.2. Review FAA data and review data on teacher made tests	1.2. FAA Teacher made assessments
		1.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	1.3. Teacher Administration ESE Specialist	1.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1.3. Curriculum based assessments, review of lesson plans, classroom observations

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. Train teachers to effectively implement Access Points.	2.1. Instructional staff will participate in department PLC opportunities	2.1. District PD Team ESE Specialists Administrative Team	2.1. Lesson Study observations and debriefing sessions	2.1. Lesson Study Documentation and Reflection Tools

FAA | | |

Science Goal #2: By June of 2013, 33% (*) of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.	2012 Current Level of Performance: *	2013Expected Level of Performance: *				
	16%(*) students achieved a Level 7 or higher in science on the 2011/ 2012 FAA assessment	By June of 2013, 33% (*) of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.				

		2.2 Teachers need a better understanding of science language and components to differentiate instruction.	2.2.Develop Professional Learning Communities (PLC) of high school science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning	2.2. Teachers ESE Specialist Administrative Team Science Teachers	2.2. Administrative Observation with feedback Teacher lesson design using access points Debriefing sessions	2.2. Lesson study document Reflection tools
		2.3 Student's ability to sequence appropriately to perform an experiment	2.3 Using sentence strips the student will learn to sequence activities from beginning to end	2.3 Teachers Administration	2.3 Teacher lesson plans	2.3 Teacher observations Pre/post test data FAA

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Students scoring at Achievement Level 3 in Biology.	1.1. Student motivation and seeing course content as relevant.	1.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary sources. Provide	1.1. 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. Mini Bats will be administered to monitor student progress and to remediate areas that need more instructional focus.	2.1. Pre and interim assessments Florida End of Course Biology exam data. SLC Framework. Mini Bat results Student Biology lab manuals using the 5 E's through a 5-step process and student writing samples.		

		opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.					
Biology Goal #1: By the end of the year, students (n) will score an average 53.5 T-score or higher on the Florida End of Course Biology exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	The current district mean T-score for biology students is 48.41 Our school's biology student mean t-score is 48.77	Our school's biology student meant-score is projected to become 53.5.					

		1.2. Teachers' effective use of instructional strategies	1.2 All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. Emphasis on appropriate elements from DQ1, DQ2, DQ3 and DQ4. Institute regular, on-going common planning sessions for biology teachers to ensure that the biology curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in biology.	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. Florida End of Course Biology exam data. SLC Framework. Student Biology lab notebooks using the 5 E's through a 5-step process and student writing samples.	

		1.3. Student background knowledge	1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science**.** DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge. In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified biology benchmarks to maximize opportunities for students to master content.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3.Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/ teacher conferencing	1.3. Florida End of Course Biology exam data. SLC Framework.

| | | 1.4. Students have limited understanding of the need to understand biological processes and its role in society. | 1.4. Students will participate in the research and research-based activities in order to understand the interconnectivity that biology has with other topics of study.

DQ4 Elements 21, 22, and 23. | 1.4. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework. | 1.4. School and district assessments will be administered to monitor student progress along with evaluation of scientific projects as determined by use of the common rubric. | 1.4. Pre and interim assessments

Florida End of Course Biology exam data.

SLC Framework.

Student Biology lab notebooks using the 5 E's through a 5-step process and student writing samples. | |

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC						

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activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Biology Item Specs and CCSS	Grade 10	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
Common Core	Grade 9-12	Dept. Chair	9-12 science teachers	Pre-school day	Reflection	Administration
Science Fair Project Process	Grade 9-12	Science Supervisor	Grade level	September - March	Follow-up training, student work samples	Administration
Performance matter	All	Literacy Coach	School wide	On-going	Follow-up planning sessions	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
Consumable Lab materials	Hands on consumables for lab usage	Title 1	$4000.00
Virtual Lab Licenses	Virtual Lavs	Title 1	N/A
Subtotal:4000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Universal Design for Learning through Technology	Smartboard & Ipads	DOE	$25,000
Subtotal: $25,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

AP sessions	Lesson design, networking, assessment resources	Title 1	N/A
Targeted Tutoring	Differentiated Instruction by certified teachers	Title 1	$2000.00
Subtotal:$2000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$31,000			
Total:31,000.00			

End of Science Goals

Writing Goals

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

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

1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Knowledge of the Anchor Standards for Writing as outlined in the CCSS. Knowledge of the targets specified on the 2012 FCAT Writing 2.0 Calibration Scoring guide.	1a.1. Conduct site based professional development to deepen understanding of Writing curriculum and expectations. Instructors will use the 2012 FCAT Writing 2.0 Calibration Scoring Guide to assess student essays. Specific scales reflecting the targets on the Scoring Guide will be developed and used during writing instruction.	1a.1. CCSS Site-based Grade Level/Department Representative Team Member (s), teachers, and Assistant Principal	1a.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4 WRITES Score professional development analysis. Data Chats	1a.1. SLC Framework documentation FCAT 2.0 Writing Assessment	

Writing Goal #1a: By June 2013, 89% (502) of the students will score proficient as measured by FCAT 2.0 Writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In 2012, 84% (410) of students scored 3.0 or higher on the FCAT Writing Assessment.	By June 2013, 89% (502) will score 3.0 or higher on the FCAT 2.0 Writing Assessment.					

| | | 1a.2. Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary as specified by the Six Traits of Writing. 1a.3. Identification of resources to support the use of writing exemplars in the design of lesson plans | 1a.2. Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing. WRITES Score will be administered four times per year. Students will incorporate Write for the Future strategies in order to further develop their writing skills. Instructors will use the Six Traits of Writing to deepen student awareness of all writing components. Administration of WRITS Score four times prior to the FCAT Writing 2.0 administration will provide students an opportunity to practice and measure individual writing achievements. Students will incorporate | 1a.2 Administrative Team and Teachers | 1a.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4 Data chats Student written essays/writing samples | 1a.2. SLC Framework documentation FCAT 2.0 Writing Assessment WRITES Score data analysis | |

			Write for the Future and Thinking Maps Strategies in order to achieve mastery in writing structure and content. The students will compile a writing portfolio in order to measure growth and reflect on writing throughout the school year. After school tutoring will be provided to help students who seek to improve their writing skills and for students needing additional reinforcement in writing.			

		1a.3. Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using exemplars. Grade level instructors will develop units with common assessments in order to identify the resources and strategies needed for all students to achieve success. We will conduct professional observations/ walk-throughs in order to determine which strategies and resources are needed for	1a.3. Literacy Coach, Administrative Team, and teachers	1a.3. Lesson Study/Walk Through observations and debriefing sessions	1a.3. Lesson Study/ Walk Through Documentation and Reflection Tools	1a.3. Lesson Study Documentation and Reflection Tools	

		all teachers to be effective.					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. Students' appropriate determination of writing structure	1b.1. Incorporate read-alouds into lesson design to support guided writing practice.	1b.1. Administrative Team Literacy Coach ESE Chair Teacher	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4 Data chats Student written essays/ writing samples	1b.1. SLC Framework documentation		
Writing Goal #1b: 90% (*) of students will score proficient as measured by the writing portion of the Florida Alternate Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80% (*) scored at 4.0 or higher on the writing portion of the Florida Alternate Assessment.	90% (*) of students will score proficient as measured by 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 Literacy Coach ESE Chair Teacher.	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4 Data chats Student written essays/writing samples	1b.2. SLC Framework documentation	
		1b.3. Students' ability to identify main idea and details within a paragraph.	1b.3. Using sentence strips, students will practice sorting main idea and details into paragraphs.	1b.3. Administrative Team Literacy Coach ESE Chair Teacher	1b.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4 Data chats Student written essays/writing samples	1b.2. SLC Framework documentation	

Writing Professional Development

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

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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 Score	10th grade English teachers	Consultant	Classroom Teachers	September 2012	Student Write score data	Department chair and administrative team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Scores	Internet based resources provided	Title I	No Charge-Paid during 2010 school yr
Lesson Study (substitute teachers)	Commonality of scoring	Title I	$5000
Subtotal:$5000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write Score PD	Write Score materials	n/a	n/a
Lesson Study	Substitutes for 5 teachers x 3 days	General Fund	$1350.00
Subtotal: $1350.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Targeted Tutoring	Review and practice of skills	Title I	$2500
Subtotal: $2500.00			
Total:$8850.00			

End of Writing Goals

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

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

U.S. History EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Students have limited abilities in historical causation combined with limited content-specific vocabulary.	1.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ2 Elements 6, 8, 12, and 15 for teacher to establish background knowledge. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. Provide activities which help	1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	1.1. US History EOC. District and school assessments.		

		students develop an understanding of historical causation.					
U.S. History Goal #1: By the end of the year, 50% of students (*245*) will score 70% or higher on the US History EOC.	2012 Current Level of Performance:**	2013 Expected Level of Performance:**					
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students (245 students) will score 70% or higher on the US History EOC.					

		1.2. Students have limited ability to understand and work with historical documents.	1.2. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. DQ9 Elements 39, 40, and 41. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations such as DBQ Project.	1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.2. School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.	1.2. US History EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based activities. Scored rubric from History Fair.	

			Provide opportunities that allow students to interpret primary and secondary sources of information such as DBQ Project. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to participate in project-based learning activities, including History Fair.				

		1.3. Teachers' use of effective instructional strategies.	1.3. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for U.S. History teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	3. US History EOC. District and school assessments. SLC Framework.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Students have limited experience with the historical inquiry process and methods.	2.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Provide	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. US History EOC. District and school assessments. SLC Framework.	

		students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.				
U.S. History Goal #2: By the end of the year, 50% of students (245) will score 70% or higher on the US History EOC.	2012 Current Level of Performance:**	2013 Expected Level of Performance:*				
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students (*245*) will score 70% or higher on the US History EOC.				

U.S. History Professional Development

Professional Development (PD) aligned with						

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

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of US History Item Specs and CCSS	Grade 11	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
US History DBQ Project/CIS	Grade 11	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DBQ Project/CIS	Class set of materials and teacher resources	Title I/Title II	$575/set

Subtotal:$575			
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
Total:$575			

End of U.S. History Goals

Attendance Goal(s)

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

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

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

1. Attendance	1.1. Truancy increased by 8% from the previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MSTT/RTI team for intervention services. Teachers will report students who have missed 3 or more days by the midway of each quarter. Reports should be made to the SLC administrator. Attendance clerk will track students who have 2 or more unexcused absences or tardies, bi-weekly and will issue a report to administrators, deans, and intervention specialist. Deans will	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.		

		conduct primary meetings with students as intervention. Students with persisting absences/tardies will be referred to intervention specialist. Specialist will meet with student and parent. Referrals to social services will be made as needed.				

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

Attendance Goal #1: Our goal for this year is to increase attendance to 94% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated by June 2013. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5% by June 2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	The school attendance rate for 2012 school year was 90%	Our attendance rate will increase to 94% by June 2013.					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	1039 (48.5%) students had more than 10 absences.	No more than 1091 students (44.5%) will have no more than 10 absences				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	294 (13.7%) students had 10 or more tardies to class	No more than 237 students will have more than 10 tardies to class.				
		1.2. Illnesses – excused absences have increased by 10% from previous year.	1.2. Provide parents with information for the KidCare program, Florida's state insurance program for children.	1.2. Administrators	1.2. Administrators will ascertain health education and health prevention strategies to be implemented throughout the school.	1.2. Attendance rosters

		3. Student who have absences and/or tardies that exceed 3 or more per quarter. Due to lack of support and mentoring	1.3. Provide students with support systems and mentoring through a welcome center	1.3. Assistant Principals from each SLC	1.3. Data drawn on number or attendance and tardies from beginning to end of year and improvement in overall GPA	1.3. Skyward data reports	

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.					

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9-12	Administration	All teachers	On-going	Truancy Prevention strategies will be discussed during SLC & data chats. The RtI-B team will assist with training. An Assistant Principal will monitor this implementation of the program.	Assistant Principal, Counselor, and RtI-B team
PST Training	9-12	Administration & Social Worker	Guidance, Deans, teacher leaders	On-going	Weekly PST meetings; data chats	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source-Title 1 and grant	Amount
Welcome Center	Teacher/student mentoring	Title 1 and grant	$4000.00
Truancy Prevention	Provide incentives for students with improved attendance through PBS strategies	Fundraising opportunities	
PST Meetings	Guidance, deans, social worker, parent, students, and assistant principal meet with student	n/a	
Subtotal:$4000.00			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Parent training on Skyward	Teach parents how to track student progress	n/a	
Skyward data reports	Track student progress	n/a	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$4,000			

End of Attendance Goals

Suspension Goal(s)

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

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

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

| 1. Suspension | 1.1. The total number of in-school per student incidents decreased from 25.5% (452 students) during the 2010-11 school year to 15.6% (335 students) in the 2011-12 school year.

In addition, the total number of out-of-school per student incidents decreased from 15.3% (272 students) during the 2010-11 school year to 10.5% (225 students) in the 2011-12 school year.

During the school year 2011-2012 a limited amount of opportunities school wide were implemented | 1.1. Create incentives through school-based Positive Behavior Supports and/ or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.

Increase parent contact.

School wide expectations presented to student body.

Increasing and maintaining school-wide expectations of respectful behavior on campus.

Build more positive relationships with students. | 1.1. Administrative team and PBS Core team or MTSS/RTI Core team | 1.1. Monitor behavior incident report monthly. | 1.1. PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly Skyward data reports. | | |

	to recognize students for positive behavior.					
Suspension Goal #1: Due to an increase of population of 311 additional students our goal for the 2012-2013 school year is to decrease the total number of suspensions by 2% by June 2013.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	In 2012, a total of in-school incidents was 499.	By June 2013, no more than 489 in-school incidents will occur.				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				

	In 2012, a total of 335 students received in-school suspension	In June 2013, no more than 333 students will receive in-school suspension.				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	In 2012, a total of out-of-school incidents was 343.	By June 2013, no more than 336 out-of-school suspensions will occur.				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	In 2012, a total of 225 students received out-of-school suspension	In June 2013, no more than 209 students will receive in-school suspension.				

		1.2.Students who are noncompliant to campus rules and regulations	1.2.Deans and/or Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.	1.2.Deans/Counselor	1.2.Monitor parent contact log for evidence of communication with parents of students who have been placed on in/out of school suspension.	1.2.Parent Contact Log, Parent sign in/out log	

Suspension Professional Development

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

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

PD on PBS	K12	PBS Core Team/ Administrators	All faculty, staff, students, parents, community	Monthly SLC Meetings	Observations and data collection	Administration and RtI Core Team
PD on MTSS/RTI	K12	MTSS Core Team members	All faculty	Monthly SLC Meetings; data chats	Observations and data collection	Administration and MTSS Core Team
Rules and Regulations PP	9-12	Deans	All students/faculty	Short classroom presentation	Observations and data reports	Administration and MTSS Core Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PBS Monthly Student Showcase	In-school events	n/a	n/a
Lunch Fast Passes	Paper	General Fund	$75.00
PST Meetings	Guidance, deans, social worker, parent, students, and assistant principal meet with student	n/a	
Subtotal: $75.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Total:$75.00			

End of Suspension Goals

Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	1.1. Students drop out of school due to lack of earned credits toward promotion and graduation.	1.1. Provide opportunities for students to attend credit recovery throughout the school day or extended school day.	1.1. Guidance Counselors	1.1. Monitor student credit recovery completion of credits/courses report monthly.	1.1. Student Academic History and Graduation requirement screens on Skyward.	

Our goal for the 2012-2013 school year is to decrease the total number of dropouts to less than 11 students by June 2013. Our second goal for the 2012-2013 school year is to increase the number of graduates by 3% by June 2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	11 students were identified as school drop outs.	Less than 11 students will drop out of school.				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Our current graduation rate is 77%.	By June 2013, 80% of our students will graduate				

		1.2. Students drop out of school due to a sense of feeling that no one cares about them at school - the lack of a positive adult relationship.	1.2. Provide staff with PD on Building Authentic Relationships With Youth At Risk from the National Dropout Prevention Center Network.	1.2. Administrators	1.2. Monitor entry/withdrawal data monthly. Review withdrawal interview data.	1.2. Annual Dropout report	
		1.3.Students drop out of school due to social/ emotional issues.	1.3. Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.	1.3.School based administrators and Alternative Education Department	1.3.Monitor entry/ withdrawal data monthly. Review withdrawal interview data.	1.3.Entry/Withdrawal report from zoned schools and alternative schools.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not						

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

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
Life Skills Academy Grant	9	Administrators	9th grade teachers	Throughout the school year	Observations and Data collection	Title I Specialist and Administration

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1st Generation	College Trips; College readiness materials	Grant	$4000
AVID	Student instructional materials	Title I	$15,000
Life Skills Academy	Web based materials; portfolios	Grant	$8000
Subtotal:$27,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

	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:$27,000.00			

End of Dropout Prevention Goal(s)

FORT PIERCE CENTRAL HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Todd Smith, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances
- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c) (3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee   Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)
Response: Fort Pierce Central High School educators, parents and business partners are dedicated to working collaboratively to provide a safe environment with challenging academic and career opportunities. Teachers will engage students in a variety of instructional approaches necessary for students to become self-directed, social, lifelong learners and successful members of our community.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
Response: Pursuant to the School Improvement Plan the staff of Fort Pierce Central will actively engage in the recruitment and retention of parents for participation in decisions regarding the expenditures of Title 1 funds. The activities will include but are not limited to School Advisory Council, Business Advisory Council, Parent/Community Resource room, parent nights, curriculum nights, data chats, newsletters and open discussion forums. Furthermore, FPC will conduct a family opinion survey in the fall and spring through which we will be able to identify results of our special events/programs.

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

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	SAC	Presentation of the School Improvement Plan, instructional data, funding requests. (Administration,)
2	Financial Aid Night	Presentation of facts to ease the financial burden college creates. (Guidance staff and Administration)
3	Advanced Placement Night	Presentation of courses in which students can earn college credit (Guidance staff and Administration)
4	Career Technical Education	Exploration of career opportunities (CTE teachers and faculty)
5	Dual Enrollment Night	Participation in college level classes as a High School Student (IRSC, Guidance, Faculty and Administration)
6	Credit Checks	Explanation of graduation requirements (Faculty, Guidance and Administration)
7	Curriculum Night	Explanation of courses students are enrolled in (Faculty, Guidance and Administration)
8	Tutoring Opportunities	Participation in tutoring opportunities for all students (Volunteers, Faculty and Parents)
9	Multi-Cultural Nights	To integrate parents and students of multiple cultural backgrounds (SAC, ELL Coordinator, Business Partners, Faculty and Staff)
10	Student lead conferences	Bridging the academic gap between parents and students (Faculty, Staff, Administration and Parents)
11	Book Fairs	Open book fairs to parents and students in the evening to encourage reading at home (Faculty, Literacy Coach and Administration)
12	Parent/Community Resource room	Establish and maintain a parent/community resource room
13	Business Advisory Committee	Establish and maintain a committee of businesses partners, some who are also parents, to help plan and lead improvement efforts
14	Title 1 Parent Night	Explanation of Title 1 and Title 1 programs - services to parents
15	Achieving in School	Providing parents with resources to help their child to achieve in school
16	Helping students with self esteem	Providing parents with information and tools to help their child with self-esteem issues
17	Self-Destructive Behaviors	Providing parents with information, tools, and resources to identify and help their child with self-destructive behavior
18	Making, Breaking, and Revising Rules	Providing parents with information and tools to help guide their child through the decision making process

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness

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

1	SAC meetings	Fort Pierce Central Staff	On-going	TBD - Attendance Record
2	Parent Involvement Policy	Fort Pierce Central Staff	9/22/12 On-going	Parents Presented Information see 3,4, and 5
3	Title 1 Parent Notification	Fort Pierce Central Staff	09/07/12 Flyer	TBD - Attendance Record
4	Title 1 Parent Notification	Fort Pierce Central Staff	09/10/12 Website/Marquee	TBD - Attendance Record
5	Title 1 Parent Notification	Fort Pierce Central Staff	09/11/12 Telephone	TBD - Attendance Record
6	Title 1 Parent Meeting	Fort Pierce Central Staff	09/07/11 Student delivery	TBD - Attendance Record
7	Title 1 Parent Meeting	Fort Pierce Central Staff	09/13/11 Parent Meeting	TBD - Attendance Record and Exit Survey

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Fort Pierce Central currently extends the opportunity to meet with parents before school, after school and in the evenings. Home visits are conducted on an as needed basis. The staff involved in the home visits includes a teacher, counselor, administrator and language facilitator if necessary. In the event childcare is required personnel are readily available to assist during all meetings.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional Development	Consultants	Identify instructional strategies which facilitate achievement	August 2012-2013	TBD
2	Professional Development	Central and LEA Staff	Data discussions designed to write academic focus calendars	August 2012-2013	TBD
3	SAC	Fort Pierce Central Staff	SIP	Monthly Meetings 2012-2013	Exit Survey and Attendance Record
4	Financial Aid Night	Fort Pierce Central and Local Colleges	Post-secondary education	February 2013	Exit Survey and Attendance Record

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

5	Career Technical Night	Fort Pierce Central Staff	Career exploration and industry requirements	January 2013	Exit Survey and Attendance Record
6	Credit Checks	Fort Pierce Central Staff	Document graduation requirements	August 2012- June 2013	Graduation Rate
7	Curriculum Night	Fort Pierce Central Staff	Explanation of courses	March 2013	Exit Survey and Attendance Record
8	Parental Information and Resource Centers	Fort Pierce Central Staff	Opportunities for additional resources	November 2013	Exit Survey and Attendance Record
9	SLC Family Nights	Fort Pierce Central Staff	Identify college readiness and industry certification	April 2013	Exit Survey and Attendance Record
10	Business Advisory Committee	Fort Pierce Central Staff	Build parent/community relations	Monthly meetings 2012-2013	Attendance
11	Title 1 parent meeting	Fort Pierce Central Staff	Improve parent understanding of services	September 2012	Attendance
12	Parent Training	Fort Pierce Central Staff	Helping children with self esteem	September 2012	Attendance
13	Parent Training	Fort Pierce Central Staff	Helping you student achieve in school	October 2012	Attendance
14	Parent Training	Fort Pierce Central Staff	Self-destructive behavior	November 2012	Attendance
15	Parent Training	Fort Pierce Central Staff	Making, breaking and revising rules	January 2013	Attendance

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional Development	Fort Pierce Central Staff	SIP presentation documenting areas of concern	August 2012-2013	Attendance
2	Professional Development	Fort Pierce Central Staff and District Personnel	Presentation of LEA professional development modules	August 2012-2013	Attendance
3	Monthly Staff Meetings	Fort Pierce Central Staff	Identify documented student needs and plan interventions	Academic year 2012-2013	Attendance
4	Monthly SLC Meetings	Fort Pierce Central Staff	Increased academic achievement	Academic year 2012-2013	Attendance

| 5 | Marzano Evaluation System | Fort Pierce Central Staff | Improves instructional practices | August 2012-2013 | Attendance |
| 6 | Lesson Studies | Fort Pierce Central Staff | Improvement of instructional practices | Academic year 2012-2013 | Attendance |

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].
Response: Fort Pierce Central currently provides the parents multiple opportunities to meet with educational and guidance professionals in a number of settings. The focus of the meetings include but are not limited to career exploration, credit checks, financial aid, advanced placement, graduation requirements, counseling, instructional strategies and tutoring. There are a number of additional resources available based on individual needs. Evidence based results will be from anecdotal records from meetings coupled with surveys from special events throughout the academic calendar year of 2012-2013.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:
- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Fort Pierce Central will provide the parents of students with pertinent school information through newsletters, telephone calls, school marquee, formal evening meetings and documentation placed on the school website. Central is also willing to meet with parents or individuals who want to participate in the decision making process at school. Documentation will be evident through monthly communication utilizing the aforementioned manners coupled with exit surveys.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].
Response: Fort Pierce Central will provide opportunities for all parents regardless of barriers presented (including those who are economically disadvantaged, have disabilities, have

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limited English, have limited literacy, are of any racial or ethnic minority, or are parents of migratory children). Additionally, Central will strive to communicate with parents in a practical manner which includes written notification and verbal presentation in their native language when the services are readily available. Accessibility to all programing will be presented to parents in a manner that is consistent or uniform to the general population when it is practical. Bilingual faculty and staff will be made readily available to all staff in an attempt to facilitate communication. Staff will be available throughout the academic year 2011-2012. Furthermore, we would create a list of bilingual students to assist at special events.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Multiple opportunities for meetings	Fort Pierce Central Staff	Academic Achievement	On-going
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Utilization of research based strategies including ELL, ED, SWD and minority populations	Fort Pierce Central Staff	Academic Achievement	On-going
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Providing parents with resource information provided by outside organizations and businesses	Fort Pierce Central Staff	Academic Achievement	On-going

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

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Evaluation of the 2011-2012 Parental Involvement Plan
Building Capacity Summary

Provide a summary of activities provided during the 2011-2012 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Professional Development	10	150	Identify instructional strategies which facilitate achievement
2	Professional Development	10	150	Data discussions designed to write academic focus calendars
3	SAC	8	20	SIP
4	Financial Aid Night	1	125	Post-secondary education
5	Credit Checks	5	500	Document graduation requirements
6	Curriculum Night	1	150	Explanation of courses
7	Parental Information and Resource Centers	2	100	Opportunities for additional resources

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2011-2012 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Professional Development	10	150	SIP presentation documenting areas of concern
2	Professional Development	2	150	Presentation of LEA professional development modules
3	Monthly Staff Meetings	10	150	Identify documented student needs and plan interventions

Barriers

Describe the barriers that hindered participation by parents during the 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	All students: Parental participation and or attendance	Provide a monthly calendar of events

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| 2 | All students: Date and Time | Provide flexible scheduling and times |
| 3 | All students: Communication | Advertise the activities in multiple venues |

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| **count** | **Content/Purpose** | **Description of the Activity** |

End of Parent Involvement Goal(s)

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

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

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

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STEM Goal #1: Increase the **Quality Instruction Framework** (QIF) in high school science classrooms. Our goal for this year is to increase science fair participation by 50% by promoting **collaboration** between **Science and CTE instructors**.	1. Insufficient mastery of foundational concepts that serve as requisite knowledge prior to STEM application	1. Increase awareness with applicable core subject matter teachers' concepts that serve as pre and co-requisite knowledge for STEM coursework. 1. Cross –curricular teaching involving STEM academies and core subject matter teachers	1.1. Department chairs and administration	1.1. surveys; student data from STEM courses and exams	1.1. Biology EOC. District and school assessments.
	1.3. Lack of commitment to the Science Fair from the students and teachers	1.3. Increase number of students that qualify for regional and state in the Science Fair by enrolling students into the Science Research class	1.3. Department Chair; teachers; administration	1.3. Science Fair results and enrollment in the Research class	2. Science Fair results

STEM Professional Development

April 2012
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on District's STEM Goals	9-12	Dept. Chair	All science teachers	Aug. 30	Review and feedback of lesson plans; Classroom observation and feedback on elements in DQ1, DQ2, DQ3,and DQ4;	Administration
PD on Science Fair Project Process	9-12	Dept. Chair	Science and Engineering teachers	September - February	Follow-up training, student work samples	Administration

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
Moore Solutions	Excel, Word, PPT, and Networking	n/a	n/a
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $0			

End of STEM Goal(s)

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			

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: All CTE courses will be a part of a CAPE Academy. Each CTE course will include an Industry Certification as an element of the CAPE Academy.	1. Number of students prepared for testing	1. Pretest students to determine readiness 2. Passing students increase School Grade points 3. Passing students provide funding for specific program 4. Passing students provide funding to district	1. Program teacher 1.2. Program Career Specialist	1.1.% of students passing certification exam	1.1.Industry Certification Exam

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each					

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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
Specific Scales	9/12, program areas	Dept Chair	CTE dept. members	3rd Wednesday monthly	Submission to SLC Leader	SLC Leader or Dept.chair
Role Alikes	9/12, all program areas	Dept members	CTE dept. members	3rd Wednesday monthly	Exit sheet	CE dept. chair to Principal

CTE Budget (Insert rows as needed)

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

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of CTE Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$ 74,000.00
Mathematics Budget	
	Total:$97,800.00
Science Budget	
	Total:$31,000.00
Writing Budget	
	Total: $8,850.00
Attendance Budget	
	Total: $4,000.00
Suspension Budget	
	Total:$75.00
Dropout Prevention Budget	

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	Total:$27,000.00
Parent Involvement Budget	
	Total:
Additional Goals	
US History Budget	**Total: $575.00**
	Grand Total: $243,300.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐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.	

Describe the projected use of SAC funds.	Amount
Promote student achievement	TBD based on need
Promote parent involvement	TBD based on need
Professional Development	TBD based on need