

## ST. LUCIE COUNTY PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name:	Grade Levels Served:	District: St. Lucie County Public Schools
Principal and Address of the School:	The School Advisory Council membership is in compliance:  <input type="checkbox"/> Yes <input type="checkbox"/> No	Interim Superintendent: Genelle Yost Date of School Board Approval:  10/8/2013
School Mission Statement:		SAC Chair:
School Vision Statement:		SAC Secretary Name:
Describe the involvement of the SAC in the development of this SIP:	How will the SAC be involved in the evaluation of the SIP throughout the school year?	

### PART II: DATA ANALYSIS: FCAT/EOC Trend Data and Increasing Student Achievement

School Grade, AMO, and FCAT trend data are included in this section, along with disaggregated data by grade level for reading, mathematics, science, writing, and social studies.

**School Letter Grade 5 Year-Trend Data**  
[School Grades Data \(FLDOE\)](#)

Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009
—	—	—	—	—

*The following links will open in a separate browser window. The data should be used to inform the problem-solving process when writing goals.*

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)  
[High School Feedback Report](#)  
[K-12 Comprehensive Research Based Reading Plan](#)

## **READING**

### **2013-2014 Reading goals as measured by FCAT**

1. \_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_% ( ) of the students will score a 4 or 5.
3. \_\_\_\_% ( ) of the students will make learning gains.
4. \_\_\_\_% ( ) of the students in the lowest 25% will make learning gains.

### **2012-2013 Reading FCAT comparison**

1. Level 3 or higher \_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_% ( )
3. Learning gains \_\_\_\_% ( )
4. Lowest 25% making gains \_\_\_\_% ( )

### **2013-2014 Reading goals for specific subgroups**

By June 2014, each sub-group will increase the number of students who are proficient in reading in accordance with the Annual Measurable Objective:

American Indian ( %) \_\_\_\_, Asian ( %) \_\_\_\_, Black/African American ( %) \_\_\_\_, Hispanic ( %) \_\_\_\_, White ( %) \_\_\_\_,  
English Language Learners ( %) \_\_\_\_, Students with Disabilities ( %) \_\_\_\_, Economically Disadvantaged ( %) \_\_\_\_.

In June 2013, the current level of performance of students who scored proficient in reading:

American Indian ( %) \_\_\_\_, Asian ( %) \_\_\_\_, Black/African American ( %) \_\_\_\_, Hispanic ( %) \_\_\_\_, White ( %) \_\_\_\_,  
English Language Learners ( %) \_\_\_\_, Students with Disabilities ( %) \_\_\_\_, Economically Disadvantaged ( %) \_\_\_\_.

For schools with grades 6-12, describe how the school ensures every teacher contributes to the reading improvement of every student:

## Mathematics

### 2013-2014 Mathematics goals as measured by FCAT

1. \_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_% ( ) of the students will score a 4 or 5.
3. \_\_\_\_% ( ) of the students will make learning gains.
4. \_\_\_\_% ( ) of the students in the lowest 25% will make learning gains.

### 2013-2014 Algebra goals as measured by EOC

1. \_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_% ( ) of the students will score a 4 or 5.

### 2013-2014 Geometry goals as measured by EOC

1. \_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_% ( ) of the students will score a 4 or 5.

### 2013-2014 Mathematics goals for specific subgroups

By June 2014, each sub-group will increase the number of students who are proficient in mathematics in accordance with the Annual Measurable Objective:

American Indian ( %) \_\_\_\_, Asian ( %) \_\_\_\_, Black/African American ( %) \_\_\_\_, Hispanic ( %) \_\_\_\_, White ( %) \_\_\_\_,  
English Language Learners ( %) \_\_\_\_, Students with Disabilities ( %) \_\_\_\_, Economically Disadvantaged ( %) \_\_\_\_.

In June 2013, the current level of performance of students who scored proficient in mathematics:

American Indian ( %) \_\_\_\_, Asian ( %) \_\_\_\_, Black/African American ( %) \_\_\_\_, Hispanic ( %) \_\_\_\_, White ( %) \_\_\_\_,  
English Language Learners ( %) \_\_\_\_, Students with Disabilities ( %) \_\_\_\_, Economically Disadvantaged ( %) \_\_\_\_.

### 2012-2013 Mathematics FCAT comparison

1. Level 3 or higher \_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_% ( )
3. Learning gains \_\_\_\_% ( )
4. Lowest 25% making gains \_\_\_\_% ( )

### 2012-2013 Algebra EOC comparison

1. Level 3 or higher \_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_% ( )

### 2012-2013 Geometry EOC comparison

1. Level 3 or higher \_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_% ( )

## Science

### 2013-2014 Science Goals as measured by FCAT

1. \_\_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_\_% ( ) of the students will score a level 4 or 5.

### 2012-2013 Science FCAT Comparison

1. Level 3 or higher \_\_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_\_% ( )

### 2013-2014 Biology Goals as measured by EOC

1. \_\_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_\_% ( ) of the students will score a level 4 or 5.

### 2012-2013 BIO EOC Comparison

1. Level 3 or higher \_\_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_\_% ( )

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

STEM SMART Goal(s):

## Writing

### 2013-2014 Writing goals as measured by FCAT

1. \_\_\_\_\_% ( ) of the students will score proficient in writing.

### 2012-2013 FCAT Writes Comparison

1. Scored proficient \_\_\_\_\_% ( )

## Social Studies

### 2013-2014 Civics goals as measured by EOC

1. \_\_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_\_% ( ) of the students will score a level 4 or 5.

### 2012-2013 Civics EOC Comparison

1. Level 3 or higher \_\_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_\_% ( )

### 2013-2014 US History goals as measured by EOC

1. \_\_\_\_\_% ( ) of the students will score a 3 or higher.
2. \_\_\_\_\_% ( ) of the students will score a level 4 or 5.

### 2012-2013 US History EOC Comparison

1. Level 3 or higher \_\_\_\_\_% ( )
2. Level 4 or 5 \_\_\_\_\_% ( )

## **Florida Alternative Assessment**

Do not report on this section if fewer than ten students on FAA.

### **2013-2014 Reading goals as measured by the FAA**

1. \_\_\_\_% ( ) of the students will score a 4, 5 or 6 in Reading.
2. \_\_\_\_% ( ) of the students will score a 7 or above in Reading.
3. \_\_\_\_% ( ) of the students will make Learning Gains in Reading.
4. \_\_\_\_% ( ) of the Lowest 25% of the students will make learning gains.

### **2012-2013 FAA Reading comparison**

1. Level 4, 5, or 6 \_\_\_\_% ( )
2. Level 7 or higher \_\_\_\_% ( )
3. Learning gains \_\_\_\_% ( )
4. Lowest 25% making gains \_\_\_\_% ( )

### **2013-2014 Mathematics goals as measured by the FAA**

1. \_\_\_\_% ( ) of the students will score a 4, 5 or 6 in Mathematics.
2. \_\_\_\_% ( ) of the students will score a 7 or above in Mathematics.
3. \_\_\_\_% ( ) of the students will make Learning Gains in Mathematics.
4. \_\_\_\_% ( ) of the Lowest 25% of the students will make learning gains.

### **2013-2014 Science goals as measured by the FAA**

1. \_\_\_\_% ( ) of the students will score a 4, 5 or 6 in Science.
2. \_\_\_\_% ( ) of the students will score a 7 or above in Science.

## **Comprehensive English Language Learning Assessment Goals:**

Do not report on this section if fewer than ten students on CELLA.

### **English Learners speak in English and understand spoken English at grade level**

1. \_\_\_\_% ( ) Students will score proficient in Listening/Speaking as measured by CELLA
2. \_\_\_\_% ( ) Students will score proficient in Reading as measured by CELLA
3. \_\_\_\_% ( ) Students will score proficient in Writing as measured by CELLA

### **2012-2013 CELLA Proficiency**

1. Listening/Speaking \_\_\_\_% ( )
2. Reading \_\_\_\_% ( )
3. Writing \_\_\_\_% ( )

## **Dropout Prevention**

### **Attendance**

1. The Attendance rate will increase by \_\_\_\_\_%.
2. Students with excessive absences will decrease by \_\_\_\_\_%.  
(Defined as 10 or more absences)
3. Students with excessive tardies will decrease by \_\_\_\_\_%.  
(Defined as 10 or more tardies)

### **Suspension**

1. The In-School Suspension rate will decrease by \_\_\_\_\_%.
2. The total number of students suspended In-School will decrease by \_\_\_\_\_%.
3. The Out-of-School Suspension rate will decrease by \_\_\_\_\_%.
4. The total number of students suspended Out-of-School will decrease by \_\_\_\_\_%.

### **Parent Involvement**

1. Parent involvement will be increased by \_\_\_\_\_% (unduplicated).

#### **2013 Attendance Rates**

1. Current attendance rate \_\_\_\_\_%
2. Current number of students with excessive absences \_\_\_\_\_
3. Current number of students with excessive tardies \_\_\_\_\_

#### **2013 Suspension Rates**

1. Total number of In-School Suspensions \_\_\_\_\_
2. Total number of students suspended In-School \_\_\_\_\_
3. Total number of Out-of-School Suspensions \_\_\_\_\_
4. Total number of students Suspended Out-of-School \_\_\_\_\_

#### **2013 Parent Involvement Rates**

1. Total number of parents involved in school improvement activities \_\_\_\_\_ (unduplicated).

**Health and Wellness Programs****Violence Prevention and Safety Programs****Student Nutrition Programs****Physical Education Plan****Staff Wellness****Alcohol, Tobacco and other Drugs Prevention****Health Services**

### PART III: MTSS Implementation

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

**Describe the data resource(s) and the data management system(s) used to summarize data at each tier.**

**Describe the plan to train staff on MTSS.**

**Describe the plan to support MTSS.**

	Tier I Strategies	Tier II Strategies	Tier III Strategies
Literacy			
Mathematics			
Science			
Social Studies			
Behavior			

## PART IV: BUDGET

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

Each strategy must be aligned with one or more goals listed previously.

PD Content or PLC Focus	Focused Goal(s)	Person Responsible for Monitoring	Monitoring Tool	Participants	Target Dates	Funding Source	Amount
Collaborative Planning/ Lesson Study							

**Total PD Budget**

## PART V: Differentiated Accountability

### School-level Differentiated Accountability (DA) Compliance

Please verify the school's DA Status. (If in DA status, school must use the state SIP form.)

Are you a DA school?      Yes    No

Are you reward school?      Yes    No

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

Schools that are in DA Status must complete the DA Checklist of Compliance. <http://flbsi.org/DA/>

## PART VI: Postsecondary Transition/Readiness

*\*High Schools Only*

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

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

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