

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
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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](#).