



## Fort Pierce Magnet School Of The Arts

1200 DELAWARE AVE, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/fpm/>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	Yes	84%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	79%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	D	C	C

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Mission of the Fort Pierce Magnet School of the Arts is to prepare students for a successful future through academic excellence, creativity, and an understanding and appreciation of the arts.

##### **Provide the school's vision statement**

Fort Pierce Magnet School of the Arts will create an engaging and enjoyable culture where students are provided with the necessary skills that will cause them to excel to the top in all areas of the academics and the arts. As students acquire these skills, they will broaden their perspectives as well as adhere to a healthier approach to life. Once these skills are obtained, students will be prepared then to be accepted to the colleges/universities of their choice, to be successful at those institutions of higher learning, and to become a successful and productive member of society.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

FPMSA is a Kids At Hope school. All children are given a Kids At Hope survey that solicits information from children about what is important to them and where they see themselves as successful in school/education, community/service, recreational activities/hobbies, and home/family. Students are additionally selected each month to be recognized for their successes within these identified area including a recognition ceremony that invites families to participate in the celebration. Focus groups are gathered including families to provide opportunities to hear the voices of families to identify what is important to them, what effective attributes they see in the school, what or how we can continue to support their individual family needs. This communication includes translators, if needed, and opportunities for families to respond paper pencil if they are unable to attend for face to face focus groups.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

FPMSA supports PBIS. Signs are posted around the school identifying our school wide expectations and verbally recited each morning on the announcements. Students are recognized for their positive choices each day with the token economy initiative. Additionally, classes are recognized for their behavior each week in the cafeteria with a class poster hanging in the cafeteria, weekly class certificates, Adult supervision is strategically posted at all points before school and after school as students transition to and from bus ramp, parent pick up area, and cafeteria. Students are gathered in a central location at dismissal and called for parent pick up in an orderly fashion one by one. An ID tracking system will be in place wherein all community members will login to the school electronic system. The school is kept in code yellow mode with all doors locked. Community members can not gain entry to front office area unless the door is unlocked allowing entry. All students walk in pairs about the campus throughout the day to ensure personal safety.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



FPMSA participates in a school wide CHAMPS program. ALL teachers/staff participate in the common language system that transfers to the cafeteria staff and supervisory staff during breakfast/ lunch. PBIS works in unison with CHAMPS supporting a common language among all staff members. over 80% of staff has been trained in CHAMPS and all staff has participated in the initial PBIS training.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students identified based on high referral counts or Behavior Incident Reports are paired with an instructional coach that will mentor them. The mentor provides small group lunch opportunities that allows students to sit separately with the mentor and friends. Topics of positive support are identified and students share their thoughts and feelings about the topic of choice. Student Services Council is being consulted to provide support meetings for families in school and also outside of school in recommended family counseling sessions.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- 5 or more tardies
- prior retentions

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	7	7	5	6	7	10	6	10	5	63
One or more suspensions	5	0	6	5	7	3	8	5	3	42
Course failure in ELA or Math	0	0	2	6	0	0	0	4	4	16
Level 1 on statewide assessment	0	0	0	35	10	26	21	32	20	144

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	3	2	15	7	12	10	15	12	78

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students involved in two or more warning systems participate in the Rtl support system for Tier II/Tier III. Interventions are provided in small group to increase student performance within a specific area of need based on student assessment data.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

1. Provide parental involvement sessions for:

a. Understanding Common Core

Families will be invited to participate in learning opportunities in class/before/after school sessions hosted by staff/coaches/admin. to increase understanding of common core to support students in school/at home.

b. Assessments and grade level expectations

Parents will have an opportunity to participate in meetings and/or student sessions to learn about mini School wide assessments, BAT assessments, District/State Assessments. The district website will be reviewed to provide opportunities for parents/guardians to learn about manipulating the SLC website to access student information for scope/sequence, progress reports, current state mandated updates.

c. School Advisory Committee

SAC will meet once a month with 51% community member representation. The focus of community building and student achievement will support classroom/school wide initiatives of supporting the arts/academics.

d. School wide celebrations

1. Classroom academic achievements of meeting behavior/academic goals.

2. Reduction in referrals

3. Increase in student attendance

4. Student performances each quarter

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Community members are invited throughout the year to support our teachers and staff. The local veterans administration supports FPMSA by affording our students an opportunity to participate in small group meetings with veterans. They provide non-fiction text for our students that we align with the state standards and support assesments that align with the FSA.

United for Animals partners with FPMSA. They provide our students with authentic text to support real life acitivity demonstrated by this group to support local animals identified to be neglected. They provide small group educational sessions for our students who will then transfer their learning by public speaking to other grade levels. They exercise their ability to express their opinion through this authentic task activity and will meet with county commissioner to persuiade the county to provide funding for this organization.

The local bank supports multiple grade levels by participating in their banking program.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lynch, Jacqueline	Principal
Gavoni, Vincia	Assistant Principal

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Function:

To oversee the entire process and delivery of instructional practices serving as interventions/enrichment to ensure that all students are provided time/opportunity towards mastering grade level standards.

Responsibility:

1. Monitor data collection.
2. Host bi-monthly meetings with teachers to review data.
3. Provide instructional materials to support student deficiencies.
4. Determine cut points in deciding if a student will move up, down, or remain in their current tier.
5. Follow up monitoring of students moved down in tier level and monitoring of those students moving up with more intense instruction to identify alignment of the strategy to the student being.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS process:

1. Identify all data sources: FCAT, Easy CBM, AIMS Web, Benchmarks, Formative/Summative Assessments, Teacher Anecdotal notes, Attendance Records, Prior Student Records, ESE status, ESOL assessments, and Behavior Intervention Plans.
2. Identify current level of performance of each student.
3. Students leveled by grade level, not by individual teacher.
4. Identify lowest 20 percent of students and identify needs up to 30 percent.
5. Review deficiencies and determine if true deficiencies identified or core content concerns.
6. Match deficiencies to interventions.
7. Determine instructor to deliver intervention.
8. Tier II/Tier III interventions assessed every 10 days.
9. Collective data meetings every two weeks to determine intervention effectiveness on group and individual.
10. Tracked/graphed data review after sequence of time will determine if student remains in current tier or

moves up or down a tier.

Fort Pierce Magnet School of the Arts (FPMSA) is a Title I school with a very diverse population. Our free/reduced lunch rate is approximately 84%. We utilize our Title I funds to provide professional development, supplemental materials and fund two high quality instructional coaches. These coaches provide classroom-embedded support, professional development and coaching for all teachers. A tutorial program for students who scored level I and II on the prior year's FCAT, as well as a credit retrieval program (E2020), are held after school and funded with federal dollars. These programs provide additional instructional time for students. Students identified as migrant receive services and are offered tutorial sessions at school or in their home through the district's Title I department. School wide anti-bullying program is employed and all staff are trained annually to prevent bullying throughout our campus.

Fort Pierce Magnet School of the Arts is a "Kids at Hope School" where students self-esteem and self-worth are fostered through support and mentoring by a student's "Ace", or adult mentor. Positive Behavior Supports dovetails with our Kids at Hope program to support our students and promote positive behaviors. These programs are partially funded with federal dollars, as well.

FPMSA also hosts a full day VPK program that is funded partially (60%) through Title I. This program allows students to work on preliteracy and literacy skills to better prepare them for the K-12 program. ESOL students receive services, in addition to their core curriculum, through the Title III department. Imagine learning software is found in classroom to serve as additional/supplemental supports for English Language learners and push-in services are provided to support our students.

Title II dollars also provide us with a professional development liaison who periodically assists us in the implementation of district initiatives, as well as other professional development supports as needed.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Vincia Gavoni	Education Support Employee
Joseph St. Rose	Teacher
	Student
Jacqueline C. Lynch	Principal

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### *Evaluation of last year's school improvement plan*

The SAC reviewed the plan with an overview provided. Parents/teachers/students had an opportunity to express their interests for change in activities. Monthly meetings provided further opportunities based on agenda items.

#### *Development of this school improvement plan*

The district held a SIP workshop this summer where school teams were invited to attend. Administrators, staff members and parents/community partners were invited to attend. Time and technical assistance was afforded to all teams to begin work on creating the SIP. Our team studied prior year's trend data and began to formulate a direction and set forth goals for the school's school improvement process. Once the goals were identified, the budget/resources were discussed to address our needs.

*Preparation of the school's annual budget and plan*

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Fort Pierce Magnet School of the Arts uses federal dollars to provide supplemental materials to core curriculum classrooms and provide two site based instructional coaches.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

FPMSA will be in compliance following the next SAC meeting to confirm the final SAC members.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lynch, Jacqueline	Principal
Ricksecker, Heather	Instructional Coach
Gavoni, Vincia	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

1. Common Core
2. Standard Based Instruction
3. DOK Professional Development
4. ELA/Writing Professional Development

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers plan each week as a collaborative group on planning and/after school. ALL grade levels are provided 4 all day planning days to ensure a deliberate alignment of standards and instruction. Teachers are also granted the opportunity to visit the classroom of other teachers to capture exceptional teaching practices.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Administrator, instructional coaches, and all staff are responsible for retaining highly qualified, effective teachers in the school. Once a teacher is secured, the administration provides the resources and necessary information to support the learning environment of the teachers. Expectations are clarified and opportunities for follow up discussion are provided. The team leader, mentor, grade chair will provide the daily support of the new staff in understanding and embracing the vision of the school. The administration will share positive messages, remind staff of state/district rules and regulations in weekly

newsletters, weekly meetings one day a week will provide admin with a view of how the new teacher interacts with his/her team members, and classroom visitations with specific feedback will support the instructional demands required to be placed upon the students within each lesson. Each teacher will have the opportunity to receive individual support from instructional coaches within the capacity of modeling, planning, and after action reflective discussions. In the event, instructional practices are not meeting expectations to the standard of FPMSA, teachers will have the opportunity to observe teachers of a highly qualified status in the delivery of instructional practices based on the need of the teacher to align with the effective practices set by the district and school. Effective teachers will identify their professional goals and be provided opportunities to advance in their own learning by securing leadership opportunities such as leading a professional learning group, securing a grade chair position, serving as a school/district and/or state presenter, attending professional learning conferences, and mentoring others as they advance in their own learning.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Fort Pierce Magnet School of the Arts follows the SLC mentoring program as outlined in the SHINE Mentor-Mentee outlined protocol. The district will provide monthly meetings required for the mentees and optional for the mentors. A calendar of dates and times provide both team members with ample opportunities to generate questions/clarifications needed to ensure a clearer understanding of policies, procedures, protocols of the state and St. Lucie County School District. The mentoring activities include daily/weekly planning sessions, reflections, modeling, and district support meetings focused on specific agenda items to promote building capacity within the first year of teaching. FPMSA hosts two mentees paired with their mentor as determined by the mentors working with the same grade levels and content as the mentee. Additionally, they share a common planning time to foster additional discussions providing time to gather resources or seek clarifications. Additionally, district instructional partners and/or professional development representatives will provide support in in lesson design, collecting resources, delivery of instruction, reflection of lesson, identify adjustments to lesson for reteach, and formative/summative assessments. Teachers will receive support in all aspects of their own professional learning and in school/district/state expectations through the St. Lucie County SHINE program that provides monthly meetings, addition to school personnel supporting new learning.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The lesson design at FPMSA begins with a backwards design wherein the standard is identified first, followed by an assessment that is FSA aligned supported by DOK 1-3 with a emphasis on DOK 2/3. The teachers are extending their core instructional materials to align by adding extended responses to their current resources. Collaborative design of lesson plans with utilization of resources is reviewed each month to ensure alignment.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***



All students K-8 are assessed in their fluency level. Based on these assessment students will be placed in differentiated groups and readers will be selected based on their level of performance. Instruction is supplemented by providing students with non-fiction text resources to support the multiple texts that will be required to support the ELS Writing text and Reading response articles on their grade level to teach the skill. As they demonstrate their proficiency in learning the skill, we will increase readability level towards their current grade level.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 3,600

An after school program is offered to students twice a week for a total of 120 minutes per week. STEM activities are a part of the program along with intensive, standards based instruction with each child having an individualized plan based on their need. The instruction will focus on reading, math and writing.

**Strategy Rationale**

FPMSA students averaged proficiency rates in reading between 40-50 percent. The additional time for effective instruction is required in order to increase proficiency rates for all students.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lynch, Jacqueline, jacqueline.lynch@stlucieschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The program utilized has it's own data warehouse where student assesments/assignments are scored. In addition to ths progress monitoring, the program has a "time on task" tracking system which will allow teachers, administrators and parents to monitor both achievement and effort. Analyzing these reports with allow for effective conferencing with students and parents. Student data will also be collected from the district's progress monitoring assessments administered 3 times per year.

**Strategy:** Summer Program

**Minutes added to school year:** 8,400

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

## PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Preschool students have the opportunity to visit FPMSA for a tour of kindergarten classrooms to increase familiarity of the general classroom setting. Families are provided informational tours including information on behavioral, academic, and social expectations. Resources are provided for early opportunities to increase awareness of public school expectations. The St. Lucie County website provides various informational resources to support families and children transitioning into kindergarten.

## College and Career Readiness

### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

All student elective choices are based on a student survey supporting their interests. Additionally, the students conference with guidance/teaching/administrative staff to ensure that their personal interests are met that could lead to scholarship opportunities.

### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Each elective course provides students with the opportunity to identify the relevance to their future by incorporating all of the content areas within their elective. Music, dance, PE, and art all consist of content that can be applied to any career. Research supports each art/pe providing students with skills in the arts/physical activity increases likelihood of graduation.

### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Students will meet with guidance counselor and teachers of students that are demonstrating low performance in reading and math ensuring they are scheduled in appropriate intensive classes by highly qualified teachers.

Students will be made aware of college prep-assessments they are required to take and opportunities for scholarships based on state assessment performance.

### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty.
- G2.** Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content.
- G3.** By May 2015, discipline incidents will be reduced by 25%.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty. **1a**

G042952

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - African American	58.0
AMO Reading - All Students	63.0
AMO Reading - ED	61.0
AMO Reading - ELL	40.0
AMO Reading - Hispanic	65.0
AMO Reading - White	71.0

**Resources Available to Support the Goal** **2**

- Test Item Specifications Internet Resources Saint Lucie County Framework supporting research based practices District personnel, instructional coaches and administration serving as resource and modeling support.

**Targeted Barriers to Achieving the Goal** **3**

- Time to get groups together is a barrier due to teachers receiving their students 10 minutes after they arrive to school and host students until their own dismissal time for instructional staff. Large gaps in proficiency requires attention in several areas so it is difficult to touch all areas that need attention in a short period of time.

**Plan to Monitor Progress Toward G1.** **8**

will meet in group setting to review student learning based on formative/summative assessments.

**Person Responsible**

Jacqueline Lynch

**Schedule**

On 5/29/2015

**Evidence of Completion**

Students achieving 70% or higher on assessments.

**G2.** Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content. 1a

G042953

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Math - African American	56.0
AMO Math - Hispanic	70.0
AMO Math - White	72.0
AMO Math - ELL	60.0
AMO Math - SWD	48.0
AMO Math - ED	61.0

**Resources Available to Support the Goal** 2

- Test Item Specifications St. Lucie County Framework

**Targeted Barriers to Achieving the Goal** 3

- Two instructional coaches are available to service 9 grade levels. Time is limited to meet with various content areas to be serviced. Teachers do not have common time as a larger entity due to students arriving to rooms ten minutes after teachers arrive on campus.

**Plan to Monitor Progress Toward G2.** 8

monitor weekly FSA aligned assessments  
 participate in weekly planning meetings collaborative conversations for future planning based on research-based strategies.  
 Comprehensives

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Data indicating increased percent of proficient students on FSA aligned assessments and FSA. The semi-annual Comprehensives.

**G3.** By May 2015, discipline incidents will be reduced by 25%. 1a

G042954

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	60.0

**Resources Available to Support the Goal** 2

- PBS CHAMPS

**Targeted Barriers to Achieving the Goal** 3

- CHAMPS is a new delivery of classroom management by 70% of the staff.

**Plan to Monitor Progress Toward G3.** 8

Monthly updates on discipline incidents

**Person Responsible**

Vincia Gavoni

**Schedule**

Monthly, from 8/22/2014 to 6/3/2015

**Evidence of Completion**

Data reports on reported discipline incidents

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty. **1**

 G042952

**G1.B1** Time to get groups together is a barrier due to teachers receiving their students 10 minutes after they arrive to school and host students until their own dismissal time for instructional staff. Large gaps in proficiency requires attention in several areas so it is difficult to touch all areas that need attention in a short period of time. **2**

 B104966

**G1.B1.S1** 1. Provide early morning optional meeting times for teachers to attend professional development opportunities. **4**

 S116218

#### Strategy Rationale

This provides an extended period of time for reflection and adaptations to lesson plans to ensure alignment to FSA.

#### Action Step 1 **5**

will provide various research based professional development as an optional opportunity for teachers.

#### Person Responsible

Jacqueline Lynch

#### Schedule

Weekly, from 8/29/2014 to 5/29/2015

#### Evidence of Completion

Sign in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

will provide a calendar of professional development sessions

**Person Responsible**

Jacqueline Lynch

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Minutes Sign in Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

will walkthrough classrooms making observations of instructional practices

**Person Responsible**

Jacqueline Lynch


**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

walkthrough recording sheets

**G1.B1.S2** 2. Provide professional development on the standards to ensure the delivery of instruction is aligned to the standard and the research based delivery of the standards. 4

 S116219

### Strategy Rationale

Many teachers are new to the school. PD will increase alignment and consistent calibration of student work assignments.

### Action Step 1 5

will participate in professional development of understanding the standards and the specifications applicable to the standard.

#### Person Responsible

Jacqueline Lynch

#### Schedule

Monthly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Lesson Plans will be aligned with more specific detail demonstrating their understanding of the standard. Classroom observations will indicate alignment to the standard.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthrough feedback to teachers regarding the accuracy of the application and delivery of the standard.

#### Person Responsible

Jacqueline Lynch

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Classroom Observations Increased Student Achievement on: Mini-BATS Benchmarks FSA Assessments Opinion/Arguments and Explanatory/Informative Writing FCAT 2.0 Science

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Comparison to last year's data to the current year on benchmark exams.

Will make observations of student accuracy for completion of answers in performance task items.

**Person Responsible**

Jacqueline Lynch

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

MiniBAT performance Benchmarks FCAT 2.0 Science FSA

**G2.** Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content. 1

G042953

**G2.B1** Two instructional coaches are available to service 9 grade levels. Time is limited to meet with various content areas to be serviced. Teachers do not have common time as a larger entity due to students arriving to rooms ten minutes after teachers arrive on campus. 2

B104967

**G2.B1.S1** Provide early morning optional meeting time for teachers to have cross grade level meetings. 4

4

S116220

**Strategy Rationale**

Math proficiency levels were below 50% . All teachers need to utilize writing throughout the content.

**Action Step 1** 5

will participate in at least on professional development opportunity for the delivery of the standards based on the test item specifications and delivery of the standards through research based strategies.

**Person Responsible**

**Schedule**

Monthly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Increased student performance on: MiniBATS Benchmarks FSA Math Weekly FSA model assessments Written Responses



**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Will conference weekly with teachers regarding implementation of standards and strategies to implement them.

Exercise Classroom walkthroughs

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Student performance on MiniBATS, FSA modeled formative/summative assessments, Benchmarks

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Data will prioritize target groups requiring support. Weekly/bi-monthly data review of assessments will be reviewed in data tracking meetings.

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Proficiency levels increasing over 50% on FSA and monthly teacher made FSA aligned assessments.

**G3.** By May 2015, discipline incidents will be reduced by 25%. 1

G042954

**G3.B1** CHAMPS is a new delivery of classroom management by 70% of the staff. 2

B104968

**G3.B1.S1** Implement CHAMPS classroom management program 4

S116221

### Strategy Rationale

Increased number of discipline incidents from prior year

### Action Step 1 5

Provide CHAMPS training for all staff

#### Person Responsible

Jacqueline Lynch

#### Schedule

Quarterly, from 8/12/2014 to 6/3/2015

#### Evidence of Completion

Classroom Demonstration

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

will participate with families in the presentation to monitor interest and participation

#### Person Responsible

#### Schedule

#### Evidence of Completion

Observation Sign-In sheets Feedback Forms

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Discipline Incident Reports

**Person Responsible**

Vincia Gavoni

**Schedule**

Monthly, from 8/22/2014 to 6/3/2015

**Evidence of Completion**

Monthly discipline incident reports

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	will provide various research based professional development as an optional opportunity for teachers.	Lynch, Jacqueline	8/29/2014	Sign in Sheets	5/29/2015 weekly
G1.B1.S2.A1	will participate in professional development of understanding the standards and the specifications applicable to the standard.	Lynch, Jacqueline	8/25/2014	Lesson Plans will be aligned with more specific detail demonstrating their understanding of the standard. Classroom observations will indicate alignment to the standard.	5/29/2015 monthly
G2.B1.S1.A1	will participate in at least on professional development opportunity for the delivery of the standards based on the test item specifications and delivery of the standards through research based strategies.		8/29/2014	Increased student performance on: MiniBATS Benchmarks FSA Math Weekly FSA model assessments Written Responses	5/29/2015 monthly
G3.B1.S1.A1	Provide CHAMPS training for all staff	Lynch, Jacqueline	8/12/2014	Classroom Demonstration	6/3/2015 quarterly
G1.MA1	will meet in group setting to review student learning based on formative/ summative assessments.	Lynch, Jacqueline	8/25/2014	Students achieving 70% or higher on assessments.	5/29/2015 one-time
G1.B1.S1.MA1	will walkthrough classrooms making observations of instructional practices	Lynch, Jacqueline	8/25/2014	walkthrough recording sheets	5/29/2015 monthly
G1.B1.S1.MA1	will provide a calendar of professional development sessions	Lynch, Jacqueline	8/25/2014	Minutes Sign in Sheets	5/29/2015 monthly
G1.B1.S2.MA1	Comparison to last year's data to the current year on benchmark exams. Will make observations of student accuracy for completion of answers in performance task items.	Lynch, Jacqueline	8/25/2014	MiniBAT performance Benchmarks FCAT 2.0 Science FSA	5/29/2015 monthly
G1.B1.S2.MA1	Walkthrough feedback to teachers regarding the accuracy of the application and delivery of the standard.	Lynch, Jacqueline	8/25/2014	Classroom Observations Increased Student Achievement on: Mini-BATS Benchmarks FSA Assessments Opinion/Arguments and Explanatory/ Informative Writing FCAT 2.0 Science	5/29/2015 weekly
G2.MA1	monitor weekly FSA aligned assessments participate in weekly planning meetings collaborative conversations for future planning based	Lynch, Jacqueline	8/25/2014	Data indicating increased percent of proficient students on FSA aligned assessments and FSA. The semi-annual Comprehensives.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	on research-based strategies. Comprehensives				
G2.B1.S1.MA1	Data will prioritize target groups requiring support. Weekly/bi-monthly data review of assessments will be reviewed in data tracking meetings.	Lynch, Jacqueline	8/25/2014	Proficiency levels increasing over 50% on FSA and monthly teacher made FSA aligned assessments.	5/29/2015 weekly
G2.B1.S1.MA1	Will conference weekly with teachers regarding implementation of standards and strategies to implement them. Exercise Classroom walkthroughs	Lynch, Jacqueline	8/25/2014	Student performance on MiniBATS, FSA modeled formative/summative assessments, Benchmarks	5/29/2015 weekly
G3.MA1	Monthly updates on discipline incidents	Gavoni, Vincia	8/22/2014	Data reports on reported discipline incidents	6/3/2015 monthly
G3.B1.S1.MA1	Discipline Incident Reports	Gavoni, Vincia	8/22/2014	Monthly discipline incident reports	6/3/2015 monthly
G3.B1.S1.MA1	will participate with families in the presentation to monitor interest and participation		Observation Sign-In sheets Feedback Forms	once	

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty.

**G1.B1** Time to get groups together is a barrier due to teachers receiving their students 10 minutes after they arrive to school and host students until their own dismissal time for instructional staff. Large gaps in proficiency requires attention in several areas so it is difficult to touch all areas that need attention in a short period of time.

**G1.B1.S1** 1. Provide early morning optional meeting times for teachers to attend professional development opportunities.

### **PD Opportunity 1**

will provide various research based professional development as an optional opportunity for teachers.

#### **Facilitator**

Jacqueline C. Lynch, Virginia Mihajlovski, Heather Ricksecker

#### **Participants**

Teachers Administrator Coaches District Level Professional Developers

#### **Schedule**

Weekly, from 8/29/2014 to 5/29/2015

**G1.B1.S2** 2. Provide professional development on the standards to ensure the delivery of instruction is aligned to the standard and the research based delivery of the standards.

### **PD Opportunity 1**

will participate in professional development of understanding the standards and the specifications applicable to the standard.

#### **Facilitator**

Instructional Coach Virginia Mihajlovski, Heather Ricksecker Administrator Jacqueline C. Lynch  
District Level Professional Developer

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**G2.** Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content.

**G2.B1** Two instructional coaches are available to service 9 grade levels. Time is limited to meet with various content areas to be serviced. Teachers do not have common time as a larger entity due to students arriving to rooms ten minutes after teachers arrive on campus.

**G2.B1.S1** Provide early morning optional meeting time for teachers to have cross grade level meetings.

### **PD Opportunity 1**

will participate in at least on professional development opportunity for the delivery of the standards based on the test item specifications and delivery of the standards through research based strategies.

#### **Facilitator**

Administrators Instructional Coaches Teachers

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/29/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty.	8,900
<b>Goal 2:</b> Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content.	1,000
<b>Grand Total</b>	<b>9,900</b>

### Goal 1: Teachers will have specific understanding of research-based, high-yield strategies for delivering instruction for children in poverty.

Description	Source	Total
<b>B1.S2.A1</b> - Florida Ready	Title I Part A	8,000
<b>B1.S2.A1</b> - Heinemann Reading Intervention Tool Kits	Title I Part A	500
<b>B1.S2.A1</b> - Running Records Kits	Title I Part A	400
<b>Total Goal 1</b>		<b>8,900</b>

### Goal 2: Teachers will have an effective delivery of standards-based instruction with an emphasis on writing across content.

Description	Source	Total
<b>B1.S1.A1</b> - Manipulative Kits	Title I Part A	1,000
<b>B1.S1.A1</b>		0
<b>Total Goal 2</b>		<b>1,000</b>