



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Veterans Park Academy For The Arts

49 HOMESTEAD RD S

Lehigh Acres, FL 33936

239-303-3003

<http://vpa.leeschools.net/>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
79%

Alternative/ESE Center
No

Charter School
No

Minority Rate
73%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Veterans Park Academy For The Arts

Principal

Ken Savage

School Advisory Council chair

Carla Tennent

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kenna Dawson	Assistant Principal
Tracy Duval	Curriculum Specialist
Michelle Tew	Science
Jill Antonucci	Art Teachers
Tara Guzman	Civics Teacher
Kelly Shelton	Resource Teacher
Tina Davis	Math Teacher
Kendra Banks	4th Grade Teacher
Rosemarie Price	Pre-K Teacher
Bibiana Julin	Kindergarten Teacher
Anne Cole	History Teacher
Lisa Underwood	Guidance Counselor
Alison Francis	3rd Grade Teacher
Brenda Jones	Media Specialist
Laura Doyle	Resource Teacher
Sharon Rooks	5th Grade Teacher
Nancy Tucker	Autism Teacher
Kelly Thawley	Resource Teacher
Meredith Slough	2nd Grade Teacher
Erica Cangialosi	Curriculum Specialist
Rachelle Watkins	1st Grade Teacher
Kimberly Stinson	Resource Teacher
Brian Phillips	Math Teacher
Johnathon Edward	PE Teacher
John Peters	Assistant Principal
Jennifer Wilcken	Assistant Principal

Name	Title
Gwendelyn Fristensky	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Carla Tennant-SAC President
 Diana Gordic-Secretary

Involvement of the SAC in the development of the SIP

The SAC will help to govern the school and provide advice to the to the Administration regarding changes that need to occur to the school improvement plan.

Activities of the SAC for the upcoming school year

The SAC will review, edit, approve:
 -The Student/Parent Compact
 -Parent Involvement Plan
 -School Improvement Plan
 Additionally the SAC will:
 -provide input regarding the SIP funds

Projected use of school improvement funds, including the amount allocated to each project

SIP funds will be used to purchase laptops and computer software to increase student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ken Savage

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Bachelor of Education
 Masters in Ed. Leadership
 Educational Leadership (All Levels)
 Principal Level 2

Performance Record

Assistant Principal
 School Grade undetermined: 2012-2013
 Reading-35%
 Algebra EOC 47%
 Geometry-91%
 Writing-82%
 School Grade B : 2011-2012
 Reading-35%
 Algebra EOC-54%
 Writing-91%

Gwendelyn Fristensky

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

B.A. Music Theory
 M.Ed. Educational Leadership
 Music K-12
 Educational Leadership All Levels

Performance Record

Classroom Teacher
 Grade A: 2012-2013
 Reading-82%
 Math-86%
 Writing-89%
 Grade A : 2011-2012
 Reading-70%
 Math-65%
 Writing-98%

John Peters		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	Bachelor of Arts for the College of Education Master of Education in Science Educational Leadership (All Levels) Elementary education (1-6)	
Performance Record	Assistant Principal 2006-present Grade A: 2012-2013 Reading-29% Math-34% Writing-70% Grade A: 2011-2012 Reading-62% Math-62% Writing-92%	

Instructional Coaches

of instructional coaches
8

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Erica Cangialosi		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Masters in Education Leadership Bachelors in elementary education (K-6) Reading Endorsement (K-12) Esol Endorsement (K-6)	
Performance Record	Effective	

Robin Walden		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Bachelor of Science degree in Physical Education/Health Reading endorsement (K-12) ESOL endorsement (K-12_)	
Performance Record	Highly Effective	

Linda Forslund		
Full-time / School-based	Years as Coach: 4	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Degrees: BA and MA in Education (with emphasis in Curriculum) Endorsements: Reading, Gifted, and ESOL	
Performance Record	Effective	

Kim Stinson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Elementary education (1-6) ESOL Certified	
Performance Record	Highly Effective	

Mercy Alonso		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Bachelors in Elementary Ed 1-6 Masters in Reading (K-12) ESOL	
Performance Record	Effective	

Marilyn Dietzler		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Sociology Degree Elementary Education Certification (K-6) English Endorsement (6-12) Reading Endorsement ESOL Endorsement	
Performance Record		

Kelly Thawley		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	BA in Early Childhood Education (PreK-3) Reading Endorsed ESOL Endorsed	
Performance Record	Effective	

Tracy Duval		
Full-time / School-based	Years as Coach: 11	Years at Current School: 6
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS In Speech Language Pathology and Audiology MA in Specific Learning Disabilities Reading Certified (K-12) ESOL endorsed ESE Certified (K-12)	
Performance Record		

Classroom Teachers

# of classroom teachers	99
# receiving effective rating or higher	89, 90%
# Highly Qualified Teachers	100%
# certified in-field	99, 100%
# ESOL endorsed	52, 53%
# reading endorsed	23, 23%
# with advanced degrees	26, 26%
# National Board Certified	1, 1%
# first-year teachers	8, 8%

with 1-5 years of experience

31, 31%

with 6-14 years of experience

39, 39%

with 15 or more years of experience

21, 21%

Education Paraprofessionals**# of paraprofessionals**

21

Highly Qualified

21, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administration has worked to establish procedures in an effort to recruit and retain highly qualified teachers. To support new teachers, orientation with monthly meetings are held. The new teachers at our school are paired with experienced teachers to make the classroom transition go smoothly. Additionally, weekly PLC's have been established to enhance professional development and teacher collaboration. VPAA is working towards becoming a Quality school by establishing a Quality workplace.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The teacher mentoring program consists of many components. In order to meet the need of first year teachers, they are paired with mentors. Mentors meet with the new teachers on a weekly basis to discuss lesson planning, strategies, classroom management, professional development needs and evaluations. In addition to mentors, Veterans Park holds regular monthly meetings to familiarize new teachers with technology programs, evaluations, school procedures, and classroom management. We also feel that new teachers benefit from observing other teachers and schedule a day to visit classrooms to gain helpful insight. At the end of the day we hold a debriefing meeting to discuss the observations and what they learned from the observations.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Regarding our MTSS processes, at Veterans Park we use grade level assessments (baseline, etc.) along with progress monitoring weekly to determine if growth is occurring. If we determine that we have students who are not progressing, we have additional resource staff who are trained to determine area of weaknesses and to offer additional support. The resource staff provides additional small group instruction inside and outside the classroom as well. Furthermore, there are staff members on site who share their expertise with those teachers who may need additional support.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

School counselor: MTSS Chair elementary coordinator of referrals, process, scheduling, dissemination of information to teachers,

Assistant Principal: identification and fidelity checks

Resource: Monitoring progress and provide intervention and teacher support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Plans were done on a weekly basis and progress was charted . Plans were completed anywhere from 8-16 weeks and then a review of the plan to completed to determine how to proceed. The MTSS chair was responsible for making sure the process was completed while the team was responsible for creating the plan and assisting with implementation as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

STAR, FAIR, grade level curriculum, district CCE's, behavior observations, attendance reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Annual training with teachers and explanation of MTSS to parents for new referrals and throughout the process using district based material.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 7,890

During the enrichment:

90-180 minute Literacy Block

FCRR strategies

Small group instruction is provided by Title 1 funded support teachers

Before/After school enrichment: After school math/reading tutoring targeting specific area of need

Small group instruction is provided by Title 1 funded support teachers.

Homework assistance provided every morning

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring occurs weekly within the state adopted curriculums as well as . Teachers review the results, track and chart to determine progress.

Who is responsible for monitoring implementation of this strategy?

Administration and classroom teachers

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Erica Cangialosi	Elementary Leader/Curriculum Specialist
Kelly Thawley	Title 1 Reading Resource
Marilyn Dietzler	Title 1 Reading Resource
Linda Forslund	Title 1 Reading Resource
Joseph Camputaro	Kindergarten Teacher
Holly Baughman	Kindergarten Teacher
Stephanie Cibella	1st Grade Teacher
Michelle Owens	2nd Grade Teacher
Alison Francis	3rd Grade Teacher
Elyse Dougherty	4th Grade Teacher
Angela White	5th Grade Teacher
Robin Walden	Middle School Leader/Reading Coach
Jennifer Boone	Language Arts
Jill Antonucci	Electives
Ken Kendall	Social Studies
Chris McGrath	Math

Name	Title
Rachel Foreman	Reading
Luke Funkhouser	Science

How the school-based LLT functions

For the elementary school they meet once a month in Media center as a whole group. The leader presents information from the district and the group discusses upcoming events. (Read Across America...etc.)

For the middle school they meet once a month and determine how to utilize evidence based reading to write strategies that would be implemented school wide. Each quarter the strategy is implemented into another subject area so that the students understand that the strategy can be used within other subjects.

Major initiatives of the LLT

- Ensure understanding of CCSS and the new reading program (Reading Street).
- Increase student achievement in literacy.
- Continued reading strategy support in the content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Veterans Park all students are screened through various assessments to determine level of reading ability. Once the students have been placed, the teachers are required to track progress through various means to determine if progress is being made. If it is determine that progress is not being made additional support is provided via the resource teachers.

In addition, at the middle school level, the literacy leadership team, which consists of one person from every subject area, trains their fellow content area teachers on how to implement specific targeted reading strategies. The teachers are required to note this strategy in their lesson plans and implement for a targeted period of time.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The PK VE Program is an individual needs-based program that services special needs children from ages 3-5. The main focus is to build on social, adaptive and communication skills as well as pre-academic readiness skills. Strategies are based on individual needs, for example – use of visuals, resource support, occupational and physical therapists, a speech language pathologist and often a vision teacher. Our aim is to move students to Kindergarten at a level that is appropriate for them, usually staying within the ESE/Self-contained environment, but sometimes leading to general education placement.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Students are continually exposed to subject relevance in their classrooms. Teachers incorporate lessons that consist of connections to various careers as well as readiness for future classes. The guidance counselor also works with students to increase awareness from academic areas to their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Middle School student participate in a career education planning component. The students begin with an interest inventory followed by discovering you activities. The last piece of the career planning is a focus on subject areas through career clusters and what type of career path students can take. In addition, eighth grade students are exposed to many different types of careers through a career day hosted by our school. Community members are invited to discuss and engage students in a particular career to increase awareness, goal-setting, and place an emphasis on future success.

Strategies for improving student readiness for the public postsecondary level

Only applicable to high school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	64%	No	71%
American Indian				
Asian	74%	69%	No	77%
Black/African American	63%	56%	No	67%
Hispanic	62%	59%	No	66%
White	77%	75%	No	79%
English language learners	38%	29%	No	44%
Students with disabilities	51%	37%	No	56%
Economically disadvantaged	64%	59%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	275	29%	35%
Students scoring at or above Achievement Level 4	225	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	16	48%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	544	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	133	64%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	27%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	207	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		43%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	66%	Yes	68%
American Indian				
Asian	74%	77%	Yes	77%
Black/African American	55%	52%	No	60%
Hispanic	60%	65%	Yes	64%
White	74%	76%	Yes	77%
English language learners	38%	43%	Yes	44%
Students with disabilities	52%	46%	No	57%
Economically disadvantaged	60%	61%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	322	34%	37%
Students scoring at or above Achievement Level 4	203	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	45%	49%
Students scoring at or above Level 7	11	33%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	568	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	128	57%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	123	100%	100%
Middle school performance on high school EOC and industry certifications	123	96%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	51%	55%
Students scoring at or above Achievement Level 4	36	29%	33%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	34%	38%
Students scoring at or above Achievement Level 4	21	15%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		17%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	23%	27%
Students scoring at or above Achievement Level 4	27	15%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	50%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	137	23%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	73	37%	14%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	73	37%	14%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	21	28%	35%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	1%	1%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	25	3%	2%
Students who are not proficient in reading by third grade	50	40%	36%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	4%	3%
Students who fail a mathematics course	10	2%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	6	1%	0%
Students who receive two or more behavior referrals	54	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	65	11%	9%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At Veterans Park we will involve our parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement plan and the joint development of the schoolwide program plan.

Additionally ways our parents will be involved include:

- jointly developing/revising with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community
- Providing 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.
- Providing 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.
- Providing each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- Notifying them of all upcoming events via parentlink phone call/email, newsletters and website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 2%	988	68%	70%

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Resource Teachers
- Volunteers
- Title 1 funding
- Professional development through staff development

Targeted Barriers to Achieving the Goal

- Curriculum changes along with the instructional approach (elementary)
- Ownership for student learning (middle)

Plan to Monitor Progress Toward the Goal

For elementary goal-Admin will participate within the grade level PLC and cluster PLC's to determine progress monitoring. For Middle School Goal-Administrators can meet designated teachers.

Person or Persons Responsible

Principal and administrators are responsible to check.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

For Elementary Goal-Teacher feedback and Peoplesoft surveys For Middle School goal-feedback from teachers involved.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Curriculum changes along with the instructional approach (elementary)

G1.B1.S2 Professional Development

Action Step 1

Explain scope and sequence of math and reading curriculums

Person or Persons Responsible

Curriculum and staff development and teacher leaders

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in sheets

Facilitator:

Candace Allevato Michele Stanford Rebecca Mendes

Participants:

K-5 teachers

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

Curriculum, use of smart board, center activities and common core standards as it relates to the new curriculum

Person or Persons Responsible

Admin.

Target Dates or Schedule

ongoing

Evidence of Completion

Walk-throughs and lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

Minimal or decreased amount of questions regarding curriculum

Person or Persons Responsible

Teachers and admin.

Target Dates or Schedule

ongoing

Evidence of Completion

Analysis of data, ease of planning, less emails to admin regarding structure of curriculum

G1.B2 Ownership for student learning (middle)

G1.B2.S1 Provide opportunities for incremental success to build momentum.

Action Step 1

Works with paired teacher to positively influence student outcomes for hard-to-reach students (Qty.2) then celebrate success

Person or Persons Responsible

Paired Mentor

Target Dates or Schedule

2 students each quarter

Evidence of Completion

Recognition during PLC - recorded in minutes

Facilitator:

designated teachers

Participants:

Paired Mentor

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review PLC meeting minutes for list of 2 students

Person or Persons Responsible

Assistant Principal - John Peters/Jennifer Wilcken

Target Dates or Schedule

At end of quarter - review all PLC notes

Evidence of Completion

Submits checklist to Mr. Savage that names have been submitted for each teacher.

Plan to Monitor Effectiveness of G1.B2.S1

Pulls grade reports for students to determine "turn-around" impact

Person or Persons Responsible

John Peters/Jennifer Wilcken

Target Dates or Schedule

End of Semester

Evidence of Completion

Student Grade improvement at least two levels

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I – Title I, Title II, SAI, and other grant-funded programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. The writing of the SIP is facilitated by administration and a team of teacher leaders across all curricular areas. Parents are also invited to provide input through the SAC, or School Advisory Council. All school improvement plans are then reviewed at the district level by a team of specialists for appropriate review of funds and effective allocation of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools and funds are used appropriately to provide students additional support.

Title II – All Grant-funded programs coordinate through the SIP (School Improvement Plan) process. Within this

plan, Veterans Park Academy for the Arts will complete a needs assessment regarding professional development needs in collaboration with Title II. The assessment is concentrated in reading, math, science and writing to develop a professional development plan to meet the needs of students. The plan includes both funded and unfunded training to occur within the 13-14 school year. The plan concentrates in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. However, the plan also addresses teachers who work with student populations not addressed in Title I. As part of the SAC, or School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement and professional development plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs that utilize federal funds to support schools do not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the School Board for approval. Periodic district level meetings with managers of all programs funded by federal or state sources also open lines of communication and encourage cooperation between programs.

SAI – SAI, or Supplemental Academic Instruction, is used to provide unique learning programs at schools. SAI funds are also used to fund reading/math intervention, after-school tutoring, and any enrichment or summer school programs throughout the District. Periodic district level meetings with managers of all programs funded through federal or state funding sources also open lines of communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Curriculum changes along with the instructional approach (elementary)

G1.B1.S2 Professional Development

PD Opportunity 1

Explain scope and sequence of math and reading curriculums

Facilitator

Candace Allevato Michele Stanford Rebecca Mendes

Participants

K-5 teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in sheets

G1.B2 Ownership for student learning (middle)

G1.B2.S1 Provide opportunities for incremental success to build momentum.

PD Opportunity 1

Works with paired teacher to positively influence student outcomes for hard-to-reach students (Qty.2) then celebrate success

Facilitator

designated teachers

Participants

Paired Mentor

Target Dates or Schedule

2 students each quarter

Evidence of Completion

Recognition during PLC - recorded in minutes

Appendix 2: Budget to Support School Improvement Goals