

2013-2014 SCHOOL IMPROVEMENT PLAN

St. Peter's Academy
4250 38TH AVE
Vero Beach, FL 32967
772-562-1963

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 74%
Alternative/ESE Center No	Charter School Yes	Minority Rate 98%

School Grades History

2013-14 A	2012-13	2011-12 A	2010-11 A
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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

St. Peter's Academy

Principal

Ruth Jefferson

School Advisory Council chair

Andrew Jefferson

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

Name	Title
Ruth Jefferson	Administrator
Barbara Andrews	Assistant Principal
Pamela Pervola	Curriculum & Instruction Coordinator

District-Level Information

District

Indian River

Superintendent

Dr. Frances J Adams

Date of school board approval of SIP

9/24/2013

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

St. Peter's Governing Board of Directors composed of principal, parents, teachers and community citizens representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

Plan and implementation

Activities of the SAC for the upcoming school year

Monthly meeting

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

Staff Development

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ruth Jefferson

Principal

Years as Administrator: 15

Years at Current School: 15

Credentials

Masters Degree

Performance Record

2012-13 - Letter Grade "A" equivalent points. Letter Grade "A" 2011-2012 and Letter Grade "A" 2010-11.

Barbara Andrews

Asst Principal

Years as Administrator: 10

Years at Current School: 10

Credentials

Bachelors Degree

Performance Record

School received Letter Grade A Equivalency Points for 2012-13 School Year and Letter Grade for 2011-12 and 2010-11.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Wright

Part-time / District-based

Years as Coach: 5

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelors Degree

Performance Record

Past 3 years school received Letter Grade A and/or A grade equivalency points

Classroom Teachers

of classroom teachers

10

receiving effective rating or higher

10, 100%

Highly Qualified Teachers

100%

certified in-field

10, 100%

ESOL endorsed

10, 100%

reading endorsed

10, 100%

with advanced degrees

1, 10%

National Board Certified

, 0%

first-year teachers

, 0%

with 1-5 years of experience

1, 10%

with 6-14 years of experience

7, 70%

with 15 or more years of experience

2, 20%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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 administrator will recruit and retain highly qualified certified in-field effective teachers by offering competitive salaries and benefits., opportunities for growth and advancement and other incentives.

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

Mentor Teachers are Pamela Pervola and Cheryl Rogers. The mentors are assigned to teachers and have demonstrated outstanding performance which is documented and tracked by increased student achievement scores. Mentors conduct weekly meetings, observations and feedback sessions as well as monitoring to ensure successful implementation of strategies, instruction and best practices.

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

RTI is an extension of St. Peter's Academy Leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. RTI leadership is vital, therefore in building our team we have considered the following: Administrators who will ensure commitment and allocation resources; Teachers and Coaches who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time. St. Peter's looks to add additional personnel as resources based on specific problems or concerns as warranted such as: School reading, math, science and behavior specialist, special education personnel, instructional coaches, school guidance counselor school psychologist school social worker, speech pathologist members of advisory group and community stakeholders.

RTI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RTI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consist of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support. The third level of support consist of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals ad student growth as measured by benchmark and progress monitoring data.

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

The following steps will be considered by the School's Leadership Team to address how we can utilize the RII process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. the Leadership will:

Monitor academic and behavior data evaluating progress by addressing the following important questions.

What will students learn (Curriculum based on standards)

How will we determine if the students have learned(common assessments)

How will we respond when student shave learned or already know (enrichment opportunities)

Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

Hold regular team meetings

Maintain communication with staff for input and feedback, as well as updating them on procedures and progress

Support a process and structure within the school to design , implement, and evaluate both daily instruction and specific interventions

Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery..

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

The Leadership Team will monitor the fidelity of the delivery of instruction and intervention

The Leadership Team will provide levels of support and interventions to students based on data. The RTI Leadership Team will meet to help develop the SIP. The team analyzes and provides data on student trends of strengths and weaknesses and set the expectations for all grade levels.

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

Data will be used to guide instructional decisions and system procedures for all students to: Adjust the delivery of curriculum and instruction to meet the specific needs of all students. Adjust the delivery of behavior management system. Adjust the allocation of school based resources. Drive decisions regarding targeted professional development . Create student growth trajectories in order to identify and develop interventions. Managed data will include:

FAIR assessment

Interim assessments

State/Local Math and Science assessment

FCAT

Student grades

School site specific assessments

Behavior

Student case management system

Detention

Suspension/expulsions

Referral by student behavior, staff behavior and administrative context

Office referrals per day per month

Attendance

Referrals to Special Education Programs

The leadership team will meet weekly to analyze student data to make decisions for intervention or

enrichment to schedule Professional Development based on the data and to offer and provide instructional technology support.

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

The school will participate in and also provide
 Training for all administrative staff in the RTI problem solving , data analysis process
 Provide support for parents and school staff to understand RTI principles and procedures; and
 Provide a network of ongoing support RTI organized through feeder patterns
 Professional development will be provided during teacher's common planning time and small sessions will occur throughout the year. The RTI team will also evaluate additional staff PD needs during the weekly RTI

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: 300

Extended day from 4:00 to 5:00 p.m. - Instruction in Core Academics to improve proficiency in Reading and Math

Strategy Purpose(s)

- Instruction in core academic subjects

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

Weekly assessments

Who is responsible for monitoring implementation of this strategy?

Administrator and Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
RUTH JEFFERSON	ADMINISTRATOR
BARBARA ANDREWS	ASSIST. PRINCIPAL
PAMELA PERVOLA	DIR. CURRICULUM & INSTRUCTION

How the school-based LLT functions

The Principal will meet teachers during weekly meetings to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to

provide evidence of instruction, assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing.

Our core instruction in reading utilizes Common Core in grades K-6. Teachers will use instructional strategies and shared best practices to provide differentiated methods of instruction to students in mastered and non-mastered areas. Our reading coach will also assist our teachers with reading strategies, as well as working individually with our RtI level 3 students. Resources and strategies provided at professional development workshops will also be utilized. Students demonstrating non-mastery will be required to participate in tutorial sessions before and after school. Through student performance data analysis, students demonstrating non-mastery will receive an additional 1/2 hour of intensive reading instruction daily. All teachers will provide 5 - 10 minute focus lessons, at the beginning of each class period. These focus lessons are based on a review of previous assessments where students were struggling. Instructional focus lessons are aligned to the common core standards. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or retaught. Teachers and administrator will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year.

Major initiatives of the LLT

The major initiative of the LLT this year is to address the needs of level 1 and level 2 students with differentiated instruction, assessment, re-teaching and re-assessment. Secondly, the LLT will challenge all high performing students to enable the students to move from level 3 to level 4 and from level 4 to 5. The team will continue to enhance delivery of instruction and strategies to ensure success of all students

Every Teacher Contributes to Reading Instruction

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

Classroom instruction will be differentiated to address the needs of all learners. Teachers will address the specific learning style that a struggling student has, as well as target specific interventions that will assist a student in learning required benchmarks. Teachers will focus on all students increasing proficiency, not just struggling students. Student achievement chats will be conducted with all students after Diagnostics and classroom unity assessments. Higher order questions will be standard. Lesson plans will be reviewed weekly and evidence of the frequency of higher order questions will be evident during lesson plan review.

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

Pre-kindergarten teachers and assistants will administer benchmark assessments three times during the year. They will also keep on-going anecdotal records and conduct three observation parent conferences during the school year. Child Observation Reports are used for parent conferences. Low performing students are targeted early and as identified are given strategies and appropriate academics. The VPK teacher and the trained assistant deliver the Creative Curriculum for Pre-School. The instructional staff provides parents with packets of activities and offer workshops to train parents to assist their children at home. Daily communication takes place between the family and the teacher.

The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified Kindergarten teachers to all incoming Kindergarten students as an initial diagnostic assessment tool to determine student readiness. The FLKRS data will be disaggregated to identify students' needs. The low performing students will be placed in intervention groups to address identified deficient skills. The

Reading Coach and Kindergarten teachers will implement strategies to increase the students reading levels.

All incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Assessment in Reading (F.A.I.R) will be used to assess basic academic skill development and academic school readiness of incoming students. The CELLA assessment tool is used to identify English Language Learners (ELL).

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Diagnostic tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

St. Peter's will establish its "Meet and Greet and Welcome to Kindergarten programs to build partnerships with parents for all in-coming Pre-Kindergarten and Kindergarten students. Parents and children will gain familiarity with pre-kindergarten and kindergarten as well as receive information relative to the matriculation of students at the school.

St. Peter's will provide End of Year Awards Program to celebrate growth and achievements made throughout the school year.

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	63%	60%	No	66%
American Indian				
Asian				
Black/African American	58%	60%	Yes	62%
Hispanic	74%	64%	No	77%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	63%	62%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	63%	66%
Students scoring at or above Achievement Level 4	11	24%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	43	78%	80%

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)	12	35%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

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	[data excluded for privacy reasons]		34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		34%

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	76%	55%	No	78%
American Indian				
Asian				
Black/African American	73%	40%	No	76%
Hispanic	88%	73%	No	89%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	76%	56%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	76%	78%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	43	70%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	70%	72%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	55%	No	78%
American Indian				
Asian				
Black/African American	73%	40%	No	76%
Hispanic	88%	73%	No	89%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	76%	56%	No	78%

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		<i>[data excluded for privacy reasons]</i>	32%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)			
Participation in STEM-related experiences provided for students			

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

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our parents in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental involvement through developing (with on-going parental input) our Title 1 School-Parent Compact (for each student); our school's Title 1 Parental Involvement Policy; scheduling the Title 1 Orientation Meeting (Open House); and other documents/activity necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

St. Peter's Academy will implement the below activities that will build the capacity for strong parental involvement. These activities will support a partnership among the school, parents, and community to improve student academic success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation	134	100%	100%
Open House/Dinner	86	69%	50%
Building Better Readers	15	12%	50%
Parent/Teacher Conferences	121	97%	100%
Board Meetings	42	67%	80%
Award Ceremonies	216	100%	100%
Family Celebrations	216	100%	100%
FCAT Night	86	69%	80%

Goals Summary

- G1.** The number of students scoring at level 3 or higher will increase as indicated. Instructional focus lessons will require 80% mastery and will be assessed weekly. Instruction will be differentiated to address the needs of each students.

Goals Detail

G1. The number of students scoring at level 3 or higher will increase as indicated. Instructional focus lessons will require 80% mastery and will be assessed weekly. Instruction will be differentiated to address the needs of each students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- ?

Targeted Barriers to Achieving the Goal

- ?

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of students scoring at level 3 or higher will increase as indicated. Instructional focus lessons will require 80% mastery and will be assessed weekly. Instruction will be differentiated to address the needs of each students.

G1.B1 ?

G1.B1.S1

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 services are provided to ensure students requiring additional remediation are assisted through before and after-school programs. The school coordinates with the District to ensure that staff development needs are provided. Administrator along with the curriculum coordinator leads and evaluates school core content standards/programs; identify and analyze literature on scientifically-based curriculum, behavior assessment, and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at-risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of progress monitoring data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.. St. Peter's will provide Migrant students with services and support needed. The school will work with the District's liaison to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I Part D funds are not received to support Educational Alternative Outreach programs. Services are handled through the District's Drop-out Prevention Program.

Title II services are handled, coordinate and provided by the District.

Title III Services are provided through the District for education materials and ELL District support services are provided to improve the education of immigrant and English Language Learners.

Title X - Homeless funds, Housing Programs, Head Start Adult Education and Career and Technical Education and Job Training are not received in not applicable.

Violence Prevention Programs and Anti-Drug programs are provided through incorporation of field trips and community service. Indian River County Sheriff's DARE program is held at the school for all 5th grade students each year.

Nutrition Programs - St. Peter's adheres to and implements the nutrition requirements stated in the School's Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Programs, school breakfast, school lunch, and after care snacks, follows the Health Food and Beverage Guidelines as adopted in the School's Wellness Policy.

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.

Appendix 2: Budget to Support School Improvement Goals