

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: VETERANS PARK ACADEMY FOR THE ARTS

District Name: Lee

Principal: Dale Houchin

SAC Chair: Jacqui Hill

Superintendent: Dr. James Browder

Date of School Board Approval: November 18, 2008

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithecock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The vision of the School District of Lee County is: To be a world-class school system.

The mission for Veterans Park Academy for the Arts is: Each student will reach his/her highest potential.

SCHOOL PROFILE DEMOGRAPHICS

Veterans Park Academy for the Arts is a K - 8 school serving as the East Zone attractor school for the Arts. The school opened in August 2004, with an enrollment of 850 students. This year our enrollment is 1492 students. We also serve students with Autism in 5 full time Autistic classrooms as well as one PreK ESE class. Veterans Park Demographics are as follows: free/reduced lunch 53%, minority population 64%, and ESE population of 11.4%.

We have 103 instructional staff members and 24 support personnel. One hundred teachers are highly qualified. The three teachers who are not highly qualified have compliance plans on file.

Veterans Park Academy for the Arts supports the Lee County School District's vision to be a world class school system. Our mission is to provide a quality education in a well managed environment. Veterans Park is committed to providing students with a learning environment that is both academically rigorous and enriched by the arts. Our priorities are to increase student learning gains in all subject areas and to regain our status of an 'A' school.

For 2007-08 school year we met AYP in reading. White students met AYP in all areas. Black, Hispanic and economically disadvantaged students met AYP in writing only. English Language Learners and Students with Disabilities did not meet any AYP goals.

Veterans Park earned 510 points for our school grade, 15 points short of an 'A'. Our short term challenge is to regain our status of an 'A' school in the 2008 - 2009 school year. Our long term challenge is to improve the learning gains of all sub groups.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Veterans Park Academy for the Arts administrative staff includes; Dale Houchin, Principal, Marsha Bur, Lisa Murphy and John Peters, Assistant Principals. Mr. Houchin has a B.S. in Social Studies and M.A. in Educational Leadership and has 32 years of educational experience including classroom teacher at both middle and high school levels, assistant principal at both middle and high school levels and principal at the middle school level. Mrs. Bur has B.A. in Elementary Education, M.A. in Curriculum and Instruction, M.A. in Educational Leadership and is currently in the dissertation phase of an Ed.D and has 16 years of educational experience including 5 years as a classroom teacher at the elementary level, 6 years a curriculum specialist and 5 years as an assistant principal at two K-8 schools. Mrs. Murphy has a B.A. in Elementary Education and M.S. in Educational Leadership along with 14 years of educational experiences including classroom teacher and writing teacher at the elementary level and assistant principal at VPAA for 4 years. Mr. Peters has a B.A. in Elementary Education and M.S. in Educational Leadership along with 6 years teaching experience at the middle level, 1 year as Dean at the middle level and assistant principal at a VPAA for 3 1/2 years.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The Lee County School District is continuing recruitment efforts, including our own recruitment fair, providing a competitive starting salary for beginning teachers, and investigating low-cost housing options. The district has expanded its employee wellness efforts and continues to explore insurance and benefits to meet the needs of all employees. All of these efforts should help the District recruit and retain highly qualified teachers in all areas.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Title I, Title II and other 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. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use 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.

School Wide Improvement Model

Note: Required for Title I

The School district of Lee County uses Sterling Quality as the improvement model.

NCLB Public School Choice

Note: Required for Title I

All parent communications are sent in both English and Spanish. Parents receive a monthly newsletter with upcoming dates and important information as well as reports of student successes. Additional fliers are distributed as a need arises. All information is posted on our school website in both English and Spanish. The website is listed on the newsletter. Information for individual students is sent directly from the teacher.

Parents can also access student information through Parent Link as well as Oncourse Systems.

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

We offer pre-school services only for students who are autistic or another exceptionality in addition we offer school tours to acclimate students and parents to the building

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Beginning July 1, 1997, teachers applying for their initial teaching position with The School District of Lee county enroll in an induction program with the acronym of A.P.P.L.E.S. - Accomplished Professional Practices for (the) Lee Educational System. A.P.P.L.E.S. is a program designed by and for teachers based on the 12 Educator Accomplished Practices, Florida Curriculum Frameworks & Sunshine State Standards, District Strategic Plan for The School District of Lee County, and legislation in FS 231.17.

The District's induction program provides a support and information system for new teachers to:

- * retain the most promising teachers;
- * foster self-assessment and reflection;
- * improve instructional practice;
- * model professionalism;
- * offer professional growth opportunities;
- * and, familiarize new teachers with district and state initiatives.

New teachers are introduced to programs, practical tools, and strategies to enhance classroom performance in regularly scheduled regional sessions facilitated by experienced teacher-liaisons.

New teachers are also provided with a support system comprised of a Peer/Mentor Teacher and a building Administrator. The mentor provides support by:

- * Modeling professional practices of educators
- * Conducting formative observations
- * Assisting with the construction and implementation of the Professional Development Plan
- * Orienting to school based information, programs, logistics and procedures
- * Meeting on a regular basis with the new teacher (initially once a week)

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

We offer an extended day tutoring program for students in grades 4 - 8. Students receive two hours of supplemental instruction, two afternoons a week.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Teachers have been trained in the Payne Model of providing 'Mental Models' for content master. All teachers also practice Differentiated Instruction for students within their classes.

Responsibility of Teaching Reading for Every Teacher

Teachers implement reading in the content area strategies in all subjects and include vocabulary development strategies throughout the curriculum.

Quality Professional Development for Teachers and Leaders

Professional Development activities are aligned with research practices that include initial instruction, time for practice, and follow up activities. Professional Development is school wide and all teachers and grade levels are involved.

Small Learning Communities (SLC)

Small group sessions with grade level or departments will meet to identify best practices for each of the five reading components. Small group learning will be shared with the entire faculty on in-service days.

Intensive Intervention in Reading and Mathematics

Students who are below grade level in reading and math are identified through standardized testing and subject area assessments. Below grade level reading students are enrolled in a 90 minute reading block during the school day. Below level math students are provided with an afterschool tutoring program to remediate math skills. Additionally, math teachers provide intensive assistance in regular math class.

Parental Access and Support

Parents are encouraged to participate in school activities in a variety of ways. We offer student led conferences twice yearly and individual conferences on an ongoing basis. We provide curriculum nights to assist parents with understanding credit and/or grade requirements and give strategies for parents to support their children's school achievement. Veterans Park Academy for the Arts utilizes Parent Link to allow parents immediate access to student grades, and to send automated messages about school events.

Applied and Integrated Courses

Teachers are assigned common planning by department so as to allow for collaboration among grade levels. Teachers work together on major projects/activities to support students in subject area mastery.

Course Choice Based on Student Goals / Interests / Talent

Students/parents can choose to attend Veterans Park Academy for the Arts onsite magnet programs and arts choices. All students are given a choice of electives with priority given to students hoping to build an art's portfolio for application to a performing arts high school. We provide a critical thinking course for high achieving students as well as advanced math classes and developmental reading for students who perform at or above grade level.

Master Schedules Based on Student Needs

The Master Schedule is developed based on the analysis of 2008 FCAT data results that determine student academic needs. Courses are arranged to provide flexibility in student schedules to accommodate academic and enrichment needs. A variety of opportunities are provided for students who need to retrieve credit in core academic classes.

Academic and Career Planning

Academic and Career Planning is handled with guidance counselors and a career teacher through a 1 semester career class during the school year. All 8th grade students participate and will declare a major area of interest through an EPEP in preparation for high school. The EPEP is reviewed annually throughout high school.

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

- *Needs Assessment: Student achievement data from the AYP report for all students was analyzed to determine current performance levels as well as target levels for improvement. For 2007-08 school year, White students exceeded AYP in reading (71%). English Language Learners (31%), Hispanic (52%), Economically Disadvantaged (54%), Black (51%), and Students with Disabilities (37%) did not meet Reading AYP goals.
- The White subgroup goal will be based on the 2009-10 AYP goal which is 72%.
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- *Objective: For the 2008-2009 school year, the AYP subgroup of students with disabilities will make Safe Harbor by increasing the percentage of students at or above the proficiency target from 37% to 44% as reported by the AYP report.
- *Strategies: SWD strategies:
Receive services in an inclusion setting. The ESE teacher supports students by providing small group instruction, simplifying complex directions, visual ques, provide study guides, provide single step directions, repeat directions, graphic organizers, highlight key concepts and terms. Books on tape are used to reinforce and model fluent reading.
- In addition to SWD strategies, the following will be implemented:
- Middle school Students scoring a level 1 or 2 on FCAT are given an intensive reading course in one of three levels. These levels are determined by using FCAT data as well as pretesting at the beginning of the school year. The SOPRIS Language! Program is used for this program. Classroom teachers and the Reading Coach/Specialist are responsible for monitoring the students' progress. All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support. All content area teachers will incorporate reading into subject areas. While in Science and History, students will read from the class text or related materials. Students will utilize the Accelerated Reader program. Extra assistance based on a Progress Monitoring Plan(PMP) or Individual Education Plan (IEP) will be given to those in FCAT Levels 1 and 2 in all grades. VPAA's Reading Leadership Team will develop a school-wide reading plan based on current best reading practices, reading needs of students, and strategies/programs to meet those needs. Teacher modeling will be done to demonstrate high expectations. Reading teachers will monitor AR reading logs. For students in grades 1-5 Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes. Accelerated Reader will be implemented in grades K-8. Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need. Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- SWD strategies:
Receive services in an inclusion setting. The ESE teacher supports these students by providing small group instruction, simplifying complex directions
- *Evaluation: Teachers will use a variety of assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments from the new Reading series and the Language! series, Show What You Know, FORF, DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.
- *Evidence-based Program(s): Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place STAR Reading and Accelerated Reader, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area, Orchard.
- *Professional Development: Professional development will be provided in Accelerated Reader during 1st semester/2nd quarter for all K - 8 reading teachers. The reading coach and media specialist will provided training and support. Effectiveness will be evaluated using data from the Dashboard of Renaissance Place.
- Professional development will be provided for 1st - 6th grade reading teachers in Treasures & Triumphs in August 2008 and throughout the school year. This training is provided by the District.
- Professional development will be provided by the District for middle school reading teachers in Rewards, Word Wisdom & Language! reading programs.
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- *Objective: For the 2008-2009 school year, the AYP subgroup of English Language Learners will make Safe Harbor by increasing the percentage of students at or above the proficiency target from 31% to 38% as reported by the AYP report.

* Strategies:	<p>Classroom teachers along with support from ESOL paraprofessionals provide the following ELL strategies: Students are instructed in small groups and/or one on one with ESOL paraprofessional. Vocabulary development is instructed with visuals and review activities. Comprehension is checked frequently using simple questions and the Accelerated Reader Program. Assignments will be modified to minimize amount of material covered.</p> <p>The following strategies will be used in addition to ELL Strategies:</p> <p>Middle school Students scoring a level 1 or 2 on FCAT are given an intensive reading course in one of three levels. These levels are determined by using FCAT data as well as pre-testing at the beginning of the school year. The SOPRIS Language! Program is used for this program. Classroom teachers and the Reading Coach/Specialist are responsible for monitoring the students' progress. All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support. All content area teachers will incorporate reading into subject areas. While in Science and History, students will read from the class text or related materials. Students will utilize the Accelerated Reader program. Extra assistance based on a Progress Monitoring Plan(PMP) or Individual Education Plan (IEP) will be given to those in FCAT Levels 1 and 2 in all grades. VPAA's Reading Leadership Team will develop a school-wide reading plan based on current best reading practices, reading needs of students, and strategies/programs to meet those needs. Teacher modeling will be done to demonstrate high expectations. Reading teachers will monitor AR reading logs. For students in grades 1-5 Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes. Accelerated Reader will be implemented in grades K-8. Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need. Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.</p>
* Evaluation:	<p>Teachers will use a variety of assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments from the new Reading series and the Language! series, Show What You Know, FORF, DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.</p>
* Evidence-based Program(s):	<p>Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place STAR Reading and Accelerated Reader, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area, Orchard.</p>
* Professional Development:	<p>Professional development will be provided for all teachers in Accelerated Reader, Treasures, Triumphs, Rewards, Language!.</p>
* Objective:	<p>For the 2008-2009 school year, the AYP subgroup of Economically Disadvantaged students will make Safe Harbor by increasing the percentage of students at or above the proficiency target from 54% to 59% as reported by the AYP report.</p>
* Strategies:	<p>Middle school Students scoring a level 1 or 2 on FCAT are given an intensive reading course in one of three levels. These levels are determined by using FCAT data as well as pre-testing at the beginning of the school year. The SOPRIS Language! Program is used for this program. Classroom teachers and the Reading Coach/Specialist are responsible for monitoring the students' progress. All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support. All content area teachers will incorporate reading into subject areas. While in Science and History, students will read from the class text or related materials. Students will utilize the Accelerated Reader program. Extra assistance based on a Progress Monitoring Plan(PMP) or Individual Education Plan (IEP) will be given to those in FCAT Levels 1 and 2 in all grades. VPAA's Reading Leadership Team will develop a school-wide reading plan based on current best reading practices, reading needs of students, and strategies/programs to meet those needs. Teacher modeling will be done to demonstrate high expectations. Reading teachers will monitor AR reading logs. For students in grades 1-5 Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes. Accelerated Reader will be implemented in grades K-8. Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need. Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.</p>
* Evaluation:	<p>Teachers will use a variety of assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments from the new Reading series and the Language! series, Show What You Know, FORF, DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.</p>
* Evidence-based Program(s):	<p>Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place STAR Reading and Accelerated Reader, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area, Orchard.</p>
* Professional Development:	<p>Professional development will be provided for all teachers in Accelerated Reader, Treasures, Triumphs, Rewards, Language!.</p>
* Objective:	<p>For the 2008-2009 school year, the AYP subgroup of Hispanic students will make Safe Harbor by</p>

- increasing the percentage of students at or above the proficiency target from 52% to 57% as reported by the AYP report.
- * Strategies: Intensive Reading in grades 6-8
All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support.
Orchard Reading Computer Program will be used for individualized instruction
Reading in the Content Area
Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes.
Accelerated Reader will be implemented in grades K-8.
ELL students are provided with resource support to facilitate reading instruction.
Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need.
Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. Integration of academics and the Arts, Credit retrieval program, Rewards, Rewards Plus, and Word Wisdom are used in 7th and 8th grade developmental reading classes. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- * Evaluation: Teachers will use various assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments and Show What You Know are utilized. These strategies may include DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.
- * Evidence-based Program(s): Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place STAR Reading and Accelerated Reader, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area, Orchard.
- * Professional Development: Professional development will be provided for all teachers in Accelerated Reader, Treasures, Triumphs, Rewards, Language!.

- * Objective: For the 2008-2009 school year, the AYP subgroup of Black students will make Safe Harbor by increasing the percentage of students at or above the proficiency target from 51% to 56% as reported by the AYP report.
- * Strategies: Intensive Reading in grades 6-8
All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support.
Orchard Reading Computer Program will be used for individualized instruction
Reading in the Content Area
Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes.
Accelerated Reader will be implemented in grades K-8.
ELL students are provided with resource support to facilitate reading instruction.
Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need.
Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. Integration of academics and the Arts, Credit retrieval program, Rewards, Rewards Plus, and Word Wisdom are used in 7th and 8th grade developmental reading classes. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- * Evaluation: Teachers will use various assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments and Show What You Know are utilized. These strategies may include DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.
- * Evidence-based Program(s): Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area.
- * Professional Development: Professional development will be provided for all teachers in Accelerated Reader, Treasures, Triumphs, Rewards, Language!.

- * Objective: For the 2008-2009 school year, the AYP subgroup of White students will score at or above 72% in reading as reported by the AYP report.
- * Strategies: Intensive Reading in grades 6-8
All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support.
Orchard Reading Computer Program will be used for individualized instruction
Reading in the Content Area
Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes.
Accelerated Reader will be implemented in grades K-8.
ELL students are provided with resource support to facilitate reading instruction.
Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need.
Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading,

Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. Integration of academics and the Arts, Credit retrieval program, Rewards, Rewards Plus, and Word Wisdom are used in 7th and 8th grade developmental reading classes. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

- * Evaluation: Teachers will use various assessment tools weekly to determine if students are making satisfactory progress toward meeting reading standards including all students with disabilities. FCAT Weekly Assessments and Show What You Know are utilized. These strategies may include DIBELS, reading fluency tests, mirror tests, STAR reading, as well as other teacher created assessments. Final evaluation will be the FCAT results for the 2008-2009 school year.
- * Evidence-based Program(s): Marzano's High Yield Strategies, Read Well, Treasures and Triumphs (McMillan McGraw-Hill), Renaissance Place, Daybook of Critical Reading and Thinking, Reward and Rewards Plus, LANGUAGE!, and Reading in the Content Area.
- * Professional Development: Professional development will be provided for all teachers in Accelerated Reader, Treasures, Triumphs, Rewards, Language!.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Book Study on effective reading strategies	Title II	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

- * Non-Highly Qualified Instructors: All teachers are in-field and Highly Qualified.

End of Reading Goal

Goal: Mathematics

- *Note: Required for Title I
- Scroll down for school data

- * Needs Assessment: Student achievement data from the AYP report for all students was analyzed to determine current performance levels as well as target levels for improvement. For 2007-08 school year, White students exceeded AYP in Math (70%). English Language Learners (40%), Hispanic (54%), Economically Disadvantaged (53%), Black (43%), and Students with Disabilities (40%) did not meet Reading AYP goals.

- * Objective: For 2008-2009 the AYP subgroup of English Language Learners will make Safe Harbor by increasing the percentage of students at or above proficiency target from 40% to 46%, as reported by the AYP report.

- * Strategies: ELL Strategies:

Classroom teachers along with support from ESOL paraprofessionals provide the following ELL strategies: Students are instructed in small groups and/or one on one with ESOL paraprofessional. Math vocabulary development is instructed with visuals and review activities. Comprehension of word problems is check frequently using simple questions. Assignments are shortened to minimize amount of material covered. When possible, hands on learning is used to reinforce math concepts.

The following strategies will be used in addition to ELL strategies:

Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math

concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

* Evaluation: Math Series Pre/Post Tests
District Math Assessments
Fastt Math Reports
FCAT Explorer Reports
Orchard Computer Reports
STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
Glencoe: Mathematics Applications and Concepts Courses 1, 2, 3
Prentice Hall: Mathematics Algebra 1
KB Math Computer Program
Orchard Computer Program
FASTT Math
FCAT Explorer
Math Facts in a Flash

* Professional Development:

* Objective: For 2008-2009 the AYP subgroup of Economically Disadvantaged students will make Safe Harbor by increasing the percentage of students at or above proficiency target from 53% to 58%, as reported by the AYP report.

* Strategies: Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

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STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
Glencoe: Mathematics Applications and Concepts Courses 1, 2, 3
Prentice Hall: Mathematics Algebra 1
KB Math Computer Program
Orchard Computer Program
FASTT Math
FCAT Explorer
Math Facts in a Flash

* Professional Development:

* Objective: For 2008-2009 the AYP subgroup of Hispanic students will make Safe Harbor by increasing the percentage of students at or above proficiency target from 54% to 59%, as reported by the AYP report.,

* Strategies: Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

* Evaluation: Math Series Pre/Post Tests
District Math Assessments
Fastt Math Reports
FCAT Explorer Reports
Orchard Computer Reports
STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
District Adopted Text

* Professional Development:

* Objective: For 2008-2009 the AYP subgroup of Black students will make Safe Harbor by increasing the percentage of students at or above proficiency target from 43% to 49%, as reported by the AYP report.

* Strategies: Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

* Evaluation: Math Series Pre/Post Tests
District Math Assessments
Fastt Math Reports
FCAT Explorer Reports
Orchard Computer Reports
STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
Glencoe: Mathematics Applications and Concepts Courses 1, 2, 3
Prentice Hall: Mathematics Algebra 1
KB Math Computer Program
Orchard Computer Program
FASTT Math
FCAT Explorer
Math Facts in a Flash

* Professional Development:

* Objective: For 2008-2009 the AYP subgroup of Students with Disabilities will make Safe Harbor by increasing the percentage of students at or above proficiency target from 40% to 46%, as reported by the AYP report.

* Strategies: SWD Strategies:

SWD strategies:

Receive services in an inclusion setting. The ESE teacher supports students by providing small group instruction, simplifying complex directions, visual cues, provide single step directions, repeat directions, graphic organizers, highlight key concepts and terms. Assignments are reduced to minimized amount of material covered. Math problems are read orally to the student. Students are provided with copies of notes and overheads.

The following strategies will be implemented in addition to SWD strategies:

Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

* Evaluation: Math Series Pre/Post Tests
District Math Assessments
Fastt Math Reports
FCAT Explorer Reports
Orchard Computer Reports
STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
Glencoe: Mathematics Applications and Concepts Courses 1, 2, 3
Prentice Hall: Mathematics Algebra 1
KB Math Computer Program
Orchard Computer Program
FASTT Math
FCAT Explorer
Math Facts in a Flash

* Professional Development:

* Objective: The AYP subgroup of White students scored 70% in math exceeding the AYP expectation for the 2008 and 2009 school years. For 2008-2009 the AYP subgroup of White students will meet or exceed 74% in math as reported by the AYP report.

* Strategies: Students are exposed to more open-ended problems in their content instruction. Strategies for problem solving are modeled and practiced. Instruction focuses on understanding math concepts as well as memorization of basic facts. Teachers emphasize higher-level questions through modeling on the District Assessments. Students are encouraged to solve problems using multiple methods. The use of manipulatives is encouraged. Calendar Math is used in all primary classrooms. Interactive white boards and CPS units are used regularly in middle school math classes to allow student interaction with math problems. After-school tutoring will be made available to middle school students who score Level 1 or 2 on FCAT.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.

* Evaluation: Math Series Pre/Post Tests
 District Math Assessments
 Fastt Math Reports
 FCAT Explorer Reports
 Orchard Computer Reports
 STAR Math Reports

* Evidence-based Program(s): Kagan Cooperative Learning Strategies
 Glencoe: Mathematics Applications and Concepts Courses 1, 2, 3
 Prentice Hall: Mathematics Algebra 1
 KB Math Computer Program
 Orchard Computer Program
 FASTT Math
 FCAT Explorer
 Math Facts in a Flash

* Professional Development:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Tutoring for Level 1 and 2 Students	SAI	\$4,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

* Non-Highly Qualified Instructors: All teachers are in field and Highly Qualified.

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

* Needs Assessment: Student achievement data from the FCAT for all students was analyzed to determine current performance levels as well as target levels for improvement. 93% of fourth and eighth graders scored a level 3 or higher based on the AYP report.

- *Objective: For the 2008-2009 school year, at least 94% of all 4th and 8th grade students will score 3.0 or above on the FCAT writing assessment based on the AYP reports.
- *Strategies: VPAA is developing a school-wide writing plan to address writing skills K-8 using the Kathryn Robinson Just Write: Expository and Narrative Writing strategies. Teachers will instruct students in FCAT writing rubric and provide daily/weekly writing prompts. Middle school teachers use Vocabulary Supplementation. 4th grade teachers use leveled writing groups and all teachers use direct instruction of the Writing Process. 1st - 5th grade teachers will implement the Writing Component of Macmillan/McGraw-Hill Florida Treasures reading series. In addition, teachers will use Response to Literature, Quick Writes, Exit Slips, FINDS Research Strategies, Marzano's High Yield Strategies. ELL and ESE students are provided with resource support to facilitate writing instruction. If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- *Evaluation: Rubric Evaluation of Writing Prompts
Informal Student Writing Assessment
Standardized District Writing Assessment Rubric
- *Evidence-based Program(s): Diagnostic Writing Assessment Rubric
Just Writes
BK English Communication Skills in the New Millennium
Macmillan/McGraw-Hill Florida Treasures
- *Professional Development:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
Teachers in grades K-8 will collaborate in Professional Learning Communities to develop a school wide writing plan.	School Improvement	\$7,500.00
		Total: \$7,500.00
		Final Total: \$7,500.00

End of Writing Goal

Goal: Science

*Note: Required for Title I
Scroll down for school data

- *Needs Assessment: In 2008 Veterans Park Academy for the Arts 47% of 5th grade students and 28% of 8th grade students met or exceeded standards in science. VPAA 5th grade students scored well above the district average of 43%, but 8th grade students scored significantly below the district average of 43%. Emphasis will continue to be placed on aligning curriculum and monitoring student progress.
- *Objective: On the 2008 FCAT Science test, The Sanibel School was the highest in the district with 85% of 5th graders meeting high standards in science. Veterans Park Academy for the Arts 5th grade students scored 47% meeting high standards. VPAA will aim for The Sanibel School's level of performance by increasing FCAT Science scores from 47% to 53% meeting high standards in science.
- *Strategies: Science classes will be taught through hands-on classroom instruction. All teachers use the District Science Scope and Sequence and Academic Plan.

If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- *Evaluation: District Science Pre/Post test
Textbook and Teacher made assessments of grade level benchmarks and strands.

* Evidence-based Program(s): District adopted textbook
Harcourt Science for K-5

* Professional Development:

* Objective: On the 2008 FCAT Science test, The Sanibel School was the highest in the district with 72% of 8th graders meeting high standards in science. Veterans Park Academy for the Arts 8th grade students scored 27% meeting high standards. VPAA will aim for The Sanibel School's level of performance by increasing FCAT Science scores from 27% to 33% meeting high standards in science.

* Strategies: All 6th-8th grade students will complete a science fair project. Community and business partners will provide feedback and help judge science fair projects. Science classes will be taught through hands-on classroom instruction. Alignment of Science Scope and Sequence with District Academic Plans. For ESOL students the following strategies are used regularly: Explain special vocabulary terms in words known to students, Use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comprehension, Offer a variety of reference materials at the students' instructional level for independent use, Write instructions and problems using shorter and less complex sentences, Emphasize accuracy, not speed, Ask numerous questions which require higher level thinking responses, Build on students' prior knowledge whenever possible.

For ESE students, the following strategies are used regularly: Pre-teach vocabulary, Use visual graphic organizers, Simplify instructions, Write key points on board, Give feedback for work, Use daily planner for communication.

* Evaluation: District Science Pre/Post test
Textbook and Teacher made assessments of grade level benchmarks and strands.
Science Fair Competition results.

* Evidence-based Program(s): District adopted textbook - McDougal Littell for 6-8

* Professional Development:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Teachers will collaborate in Professional Learning Communities to develop a school wide science plan for grades K-8.	School Improvement	\$7,500.00
		Total: \$7,500.00
		Final Total: \$7,500.00

* Non-Highly Qualified Instructors: David Dewett and Rafala Cooper are in field but not Highly Qualified. In order to correct the situation they are both registered to take the middle grades general science test.

End of Science Goal

Goal: Parental Involvement

*Note: Required for Title I

* Needs Assessment: In the 2007-2008 school year, Veterans Park Academy for the Arts utilized Parent Link to initiate a minimum of 10,000 phone calls home. In 2008-2009 school year, Veteran's Park Academy for the Arts will increase the use of Parent Link to communicate with parents.

* Objective: During the 2007-2008 school year, Veterans Park Academy for the Arts utilized Parent Link to initiate 131,470 phone calls home. For the 2008-2009 school year, Veterans Park Academy for the Arts will increase the use of Parent Link communications from 131,470 to 145,000.

* Strategies: Parent Link will be utilized to share attendance and grades with parents.

Additionally, school wide events and opportunities for parental involvement will be announced through Parent Link phone calls.

- * Evaluation: Parent Link data will be analyzed at the end of school year 2008 - 2009 to determine the number of Parent Link phone calls made to each home.
- * Evidence-based Program(s):
- * Professional Development:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
The technology specialist will train teachers in the use of Parentlink.	School Improvement	\$250.00
		Total: \$250.00
		Final Total: \$250.00

End of Parental Involvement Goal

Goal: Return on Investment

- Needs Assessment:** 66% of struggling students in the lowest 25% made a year's worth of progress in reading. 71% of struggling students in the lowest 25% made a year's worth of progress in math. The Sanibel School had 82% of the lowest 25% of students making a year's worth of progress in reading and 83% in math. We will use this as a benchmark for our reading and math learning gains.
- Objective:** In 2007-2008, 66% of our lowest 25% made learning gains in reading and 71% of our lowest 25% made learning gains in math. In 2008-2009 Veterans Park Academy for the Arts will increase to 69% in reading and 74% in math as measured by the School Accountability Report.
- Strategies:**
 Intensive Reading in grades 6-8
 All students with disabilities except those served in a full time autistic classroom will be enrolled in inclusion classrooms with ESE support.
 Orchard Reading Computer Program will be used for individualized instruction
 Reading in the Content Area
 Immediate Intensive Instruction students are targeted and remediated in groups of 5-7 five days a week for a minimum of 30 minutes.
 Accelerated Reader will be implemented in grades K-8.
 ELL students are provided with resource support to facilitate reading instruction.
 Programs, instructional strategies, and materials are chosen for their appropriateness to skill levels. Computer programs are used to supplement instruction based on student need.
 Research based instructional Strategies, such as Cooperative Learning, CRISS, and Marzano enhance instruction. Fluency practice, Word work, Pre-reading strategies, During reading strategies, Post reading strategies, Comprehension work, Choral/Echo/Repeated reading, Language development, Letter/sound relations, Segmenting and blending words, Phonemic manipulation, School Reading Leadership Team, Content area reading strategies, Reading coach. Integration of academics and the Arts, Credit retrieval program, Rewards, Rewards Plus, and Word Wisdom are used in 7th and 8th grade developmental reading classes.
 KB Math Computer Program, Orchard Computer Program, Math Preparation Materials, After school tutoring grades 3-8, Kagan Cooperative Learning, Strategies, Implement district Math Continuum, FASTT Math
 FCAT Explorer, ESOL Strategies, Math Facts in a Flash.
 If strategies are failing to increase student achievement, the school will re-evaluate the strategies and make adjustments as needed.
- Evaluation:** FCAT data from the school year 2008-2009 will serve as final evaluation.

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: Adequate Yearly Progress

Needs Assessment:	The No Child Left Behind Act uses AYP (Adequate Yearly Progress) to determine if schools are meeting this federal requirement. Veterans Park Academy for the Arts will continue to show improvement in student sub-groups in order to achieve AYP.
Objective:	During the 2008-09 school year, Veterans Park Academy for the Arts will meet the criteria for AYP on the 2009 AYP report.
Strategies:	All teachers will practice reading in the content strategies and vocabulary development skills. Tutoring will be provided for math for students who scored a level 1 or 2.
Evaluation:	The 2009 Adequate Yearly Progress Report will be evaluated to determine if our objective has been met.
Evidence-based Program(s):	Content reading strategies, Professional Learning communities, Differentiated instruction.
Professional Development:	Differentiated instruction workshops. Reading in the content area in service.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction training	Title II	\$1,000.00
Reading in the Content Area	Title II	\$1,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

End of Adequate Yearly Progress Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Math Tutoring for Level 1 and 2 Students	SAI	\$4,000.00
			Total: \$4,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Book Study on effective reading strategies	Title II	\$2,000.00
Adequate Yearly Progress	Differentiated Instruction training	Title II	\$1,000.00
Adequate Yearly Progress	Reading in the Content Area	Title II	\$1,000.00
			Total: \$4,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing			\$0.00
Writing	Teachers in grades K-8 will collaborate in Professional Learning Communities to develop a school wide writing plan.	School Improvement	\$7,500.00
Science	Teachers will collaborate in Professional Learning Communities to develop a school wide science plan for grades K-8.	School Improvement	\$7,500.00
Parental Involvement	The technology specialist will train teachers in the use of Parentlink.	School Improvement	\$250.00
			Total: \$15,250.00
			Final Total: \$23,250.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

SAC Involvement

Our School Advisory Council will approve the School Improvement Plan on October 13, 2008. The purpose of the School Advisory council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds. SAC meetings are publicized in the Ft. Myers Newspress, Lehigh Newsstar, ParentLink, and monthly newsletter.

SAC Members

Members

- 1) Dale Houchin, Principal
- 2) Jacqui Hill, SAC Chair

- 3) Vicki Gohagen, Teacher
- 4) Debra Hanson, Teacher
- 5) Mercy Alonso, Teacher
- 6) Ruth Anglickis, Business Member
- 7) Zoila Cortez, Parent
- 8) Icelsa Sanchez, Parent
- 9) Cheryl Scudder, Parent
- 10) Kristan Prieto, Parent
- 11) Julie Shoap, Parent
- 12) Romona Gollman, Parent
- 13) Vanessa Freire, Parent
- 14) Bonnie Mazza, Parent
- 15) Lisa Schellenberg, Parent
- 16) Joni Blake, Parent
- 17) Holly Snyder, Parent
- 18) Eldora Bakelman, Community Member
- 19) Jeannette Santiago, School Support Personnel
- 20) Barbie Quick, School Support Personnel
- 21) Lisa Murphy, Assistant Principal

IMPLEMENTATION EVALUATION

Adequate progress for Veterans Park Academy for the Arts is defined as the school meeting 12 out of 18 academic goals in the 2008-2009 School Improvement Plan.

Exceeds adequate progress for Veterans Park Academy for the Arts is defined as the school meeting 15 out of 18 goals in the 2008-2009 School Improvement Plan or achieving the state grade of A.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Lee VETERANS PARK ACADEMY FOR THE ARTS 0851												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 1041 Math: 1041		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	60	Y	59	N		93	Y			NA	38	40	NA	43	41	N	55	NA	64	Y		
WHITE	100	Y	100	Y	71	Y	70	Y						NA	28	29	NA	33	30	NA	61	NA	71	NA		
BLACK	100	Y	100	Y	51	N	43	N		90	Y			NA	46	49	N	51	57	N	51	N	56	N		
HISPANIC	100	Y	100	Y	52	N	54	N		92	Y			NA	46	48	N	52	46	Y	49	N	59	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	54	N	53	N		92	Y			NA	43	46	N	47	47	N	51	N	59	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	31	N	40	N		85	N			NA	69	69	N	66	60	N	42	N	55	N		
STUDENTS WITH DISABILITIES	100	Y	100	Y	37	N	40	N	89	83	N			NA	64	63	N	73	60	N	39	N	54	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Lee VETERANS PARK ACADEMY FOR THE ARTS 0851												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 985 Math: 985		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	62	Y	57	Y			Y			NA	40	39	NA	48	43	NA	58	NA	65	NA		
WHITE	100	Y	100	Y	72	Y	67	Y			Y			NA	30	30	NA	38	33	NA	63	NA	69	NA		
BLACK	99	Y	99	Y	54	Y	49	N			Y			NA	53	47	NA	62	51	Y	50	NA	60	NA		
HISPANIC	100	Y	100	Y	54	Y	48	N	94		Y			NA	48	47	NA	55	52	N	54	NA	62	Y		
ASIAN		NA		NA		NA		NA			NA			NA			NA	37		NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	57	Y	53	N	92		Y			NA	45	44	NA	55	47	Y	54	NA	63	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	31	N	34	N			Y			NA		73	Y	76	66	Y	46	NA	59	NA		
STUDENTS WITH DISABILITIES	99	Y	99	Y	36	N	27	N			NA			NA		65	Y	73	73	N	45	NA	42	N		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Lee VETERANS PARK ACADEMY FOR THE ARTS 0851											
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 880 Math: 880		2005-2006 School Grade ¹ : B		Did the School make Adequate Yearly Progress? ⁵		PRO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math					
	2005	Y/N	2005	Y/N	2005	Y/N	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N					
TOTAL ⁴	100	Y	100	Y	62	Y	57	Y			Y			NA	40	39	NA	48	43	NA	58	NA	65	NA	
WHITE	100	Y	100	Y	72	Y	67	Y			Y			NA	30	30	NA	38	33	NA	63	NA	69	NA	
BLACK	99	Y	99	Y	54	Y	49	N			Y			NA	53	47	NA	62	51	Y	50	NA	60	NA	
HISPANIC	100	Y	100	Y	54	Y	48	N	94		Y			NA	48	47	NA	55	52	N	54	NA	62	Y	
ASIAN		NA		NA		NA		NA			NA			NA			NA	37		NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	57	Y	53	N	92		Y			NA	45	44	NA	55	47	Y	54	NA	63	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	31	N	34	N			Y			NA		73	Y	76	66	Y	46	NA	59	NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	36	N	27	N			NA			NA		65	Y	73	73	N	45	NA	42	N	

	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL ⁴	100	Y	100	Y	64	Y	52	Y	92		Y			NA	41	36	NA	44	48	NA
WHITE	100	Y	100	Y	74	Y	62	Y	93		NA			NA	29	26	NA	33	38	NA
BLACK	100	Y	100	Y	51	Y	38	N			Y			NA	50	49	NA	59	62	N
HISPANIC	100	Y	100	Y	54	Y	45	N	90	94	Y			NA	55	46	NA	53	55	N
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	45	N	90	92	Y			NA	50	41	NA	52	55	N
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	26	NA	24	NA			NA			NA			NA	65	76	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y	32	N	27	N			NA			NA	78	68	Y	78	73	N

SCHOOL GRADE DATA

Lee School District VETERANS PARK ACADEMY FOR THE ARTS 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	62%	84%	38%	248	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	67%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	71% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Lee School District VETERANS PARK ACADEMY FOR THE ARTS 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	63%	90%	38%	259	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	68%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	67% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Lee School District VETERANS PARK ACADEMY FOR THE ARTS 2005-2006						
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	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	57%	91%	218	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	64%	60%		124	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)			66	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				408	
Percent Tested = 100%					Percent of eligible students tested
School Grade				B	Grade based on total points, adequate progress, and % of students tested