

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Challenger School	District Name: Martin
Principal: Laura Husnander	Superintendent: Nancy Kline
SAC Chair: Carolyn Foreman	Date of School Board Approval: November 20, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Laura Husnander	BS in Social Sciences MS in Economic Development Principal Certification Social Studies 6-12 ELL endorsement Middle School Endorsement	1	7	40 % Reading Scoring Satisfactory. Target AMO Reading not met for all subgroups 63% Math Scoring Satisfactory, Target AMO of 50% met in subgroups of Black/African American, ELL, and Economically Disadvantaged. The AMO was not met in Hispanic, White and Students with Disabilities

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Instructional Coaches

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Review on-line applications; identify certified applicants; interview applicants meeting qualifications for position; call at least 3 references; provide new teacher support/mentoring program; provide on-going support and direction; supervise instruction and provide positive and constructive feedback; provide/encourage training opportunities for Reading Endorsement and ELL Endorsement	Principal	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
No teachers on staff have received less than an Effective Rating. One teacher is out of field for the ELL Endorsement One teacher is out of field for Science in secondary grades 6-12 One teacher is out of field for English grade 6-12	Teachers are participating in Interdisciplinary Units to expose them a range of best practices in the areas they lack certification. Teachers are encouraged to complete certification in the area they are presently teaching. Improved accuracy in student leveling

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
12	8%(1)	17%(2)	33% (4)	42% (5)	25%(3)	100%(12)	8%(1)	0.0% (0)	42%(5)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Laura Husnander	Mark Conrad	This teacher is paired with the Principal because of her experience and time availability. This teacher is also a member of the Technology Learning Group and on the PBIS Core Team with the Principal	Review of Lesson Plans, Observation, exposure to behavior plans, and lessons as centers. The teacher will visit other schools for exposure to a Reading program.

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

<p>Title I, Part A Challenger School Coordinates and integrates all federal, state and local programs that impact the school.</p> <ul style="list-style-type: none">• Implements research-based resources funded by local and federal funds• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities• Input from the Pre K programs is obtained by the school and the district and is included in the transition plan• Partnerships are established (i.e. with FDLRS)• Coordination and scheduling of instructional programs• Implementation of parent information programs• Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel
<p>Title I, Part C- Migrant The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs.</p>
<p>Title I, Part D The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.</p>
<p>Title II Title II funding supports district and school initiatives and training in the areas of reading, math, science, and data analysis.</p>
<p>Title III The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III</p>
<p>Title X- Homeless Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel support for the effort of Title X</p>
<p>Supplemental Academic Instruction (SAI) SAI funds are used to fund certified teachers to use research based intervention programs with struggling students in grades k-5.</p>
<p>Violence Prevention Programs Tykes and Teens has allocated 3 counselors to be on our campus full-time. In addition there are 2 part time counselors. The counselors work with our students on various anger replacement strategies, group counseling and individual counseling. A psychiatrist also visits the school weekly to meet with students, parents and school personnel as needed.</p>
<p>Nutrition Programs Cooperation between the University of Florida Extension Office and The Martin County Health Department provides nutrition education to our primary grades students. The school has a regular physical education classes to allow students to participate in a variety of physical activities.</p>

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Housing Programs N/A
Head Start Head Start collaborates and coordinates with elementary schools to provide quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students. Shared services for facilities and maintenance are provided by the elementary school where programs are co-located.
Adult Education Parents requesting adult education will be referred to the nearest campus offering services.
Career and Technical Education Career awareness and exploration is integrated in Guidance classroom lessons throughout the year.
Job Training The school has partnership with community businesses through the Special Education Department, students work ½ days in various community jobs gaining career skills to transition once they have graduated high school. There are presently 2 students in the Intellectually Disabled program and there are 4 students preparing for Job Preparation the second semester.
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The RtI Leadership team consists of the Principal, Team Leader, Reading Coach, School Psychologist, Speech/Language Pathologist, reading teachers and one teacher at the elementary level in the EBD program one teacher at the secondary level in the EBD classes.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI team is a multi-disciplinary team of school professionals who meet on a regular basis to ensure that the curriculum and interventions are implemented with fidelity. Teachers' concerns regarding students academic and behavior issues and the supports they need for rigorous instruction are also goals of the RtI Leadership Team, The purpose of the team is to be effective problem - solving group that: <ul style="list-style-type: none">• Assesses teachers' concerns about student academic and or/ behavioral difficulties,• Identifies student strengths, interests and talents,• Reviews baseline data that has been collected,• Sets projected outcomes and methods for measuring progress,• Designs specific intervention plans,• Develops a plan to communicate plan/results with student's parents Review school wide procedures and processes, assess effectiveness of these and modify as needed using staff and parent input
How does it work with other school teams to organize/coordinate RtI efforts? Input is sought by the RtI Leadership Team from all stakeholders and team meeting notes are to be shared with staff.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The school and individual student achievement and behavioral data will be analyzed by the MTSS Leadership Team. Areas identified as needing improvement will serve as the basis for the objectives for the school improvement plan. School procedures and processes will also be examined to determine if they are the most effective and efficient and modified accordingly.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The IEP team, Child Study Team, mental health and behavior teams will use analysis of FCAT tests, FCAT Benchmarks, alternative Assessments, Performance Matters, Pinnacle Gradebook, attendance, behavioral data, psychological assessment and teacher input to develop targeted supplemental or intensive interventions to be implemented based on the identified needs of individual students.
Describe the plan to train staff on MTSS. During pre-school in-service, the principal provided and introduction to MTSS. Over the next six months, bi-monthly updates and professional development will be provided to teachers and staff on early release days, on professional development days and at regular scheduled faculty meetings. The principal, reading coach, and school psychologist will be the training team.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT consists of the principal, the school based reading teachers, the Teacher on Assignment and a teacher of our Intellectually Disabled students.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets on a bi-monthly basis to review student data and monitor long range instructional plans based on the Sunshine State Standards. Progress monitoring of the student goals will be implemented and inform instruction as needed. One team member will take notes on a rotating basis and share notes with team. Principal will facilitate initial meetings. All stakeholder input will be elicited and specific team goals and action plans will be developed.
What will be the major initiatives of the LLT this year? To form a LLT with specific goal identified for the year. To identify all students who will be tested on FCAT, determine their current reading level, strength areas and needs areas. To develop reading plans for individual students to be shared with all teachers and implemented in each content area. To monitor individual student progress and modify instruction as student makes progress. To work with RtI team to meet students needs

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers, regardless of subject areas, are responsible for teaching reading with each benchmark being assessed in Reading, Social Studies, and English. Lessons are planned in all reading classrooms to introduce, teach, assess, and re-teach benchmarks.

Opportunities for training for Reading Endorsement coursework (CAR-PD, CATER) will continue to be strongly encouraged for all teachers not already reading endorsed or certified. Reading Coach will be assigned to work with content area teachers to evaluate instructional materials, address student results from FAIR assessment reports, and assist with instructional focus on the areas of need identified by data analysis of test results.

Additionally Interdisciplinary Units will be used to increase reading in the content area activities.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

The Aggression Replacement Therapy (ART) course is required for all students which includes goal setting strategies related to the student's future and relevant real-world applications. The Interdisciplinary Units are designed to present students with opportunities to explore tasks and careers through the Refection Center.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

All students identify a major area of interest as part of their academic and career planning. Course selection is based on teacher recommendations, high school graduation requirements, student achievement data, individual interest and self identified major area of interest.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Counseling is provided regarding postsecondary options available including colleges, trade schools, vocational rehabilitation, Workforce Solutions and Job Corps.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			Multiple strategies are needed to accommodate the special needs within the school.	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180SRI tests
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	13% (3)	22% (5)					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal; homeroom teachers, therapists	Compare attendance during testing window with a attendance during last year's testing, monitor academics and behaviors.	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student Reading Success	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Student in our Medically Fragile unit often show regression due to their physical condition.	1B.1. Visual cues and pecks are used within the student's environment for each student. In-service on Learning Goals for the Alternate Assessment took place on August 24, 2012	1B.1. Principal and Teacher on Assignment	1B.1. Observation and lesson plans	1B.1. Student observation, practice assessment.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Presently there are 11 student alternately assessed at Challenger School. The students are divided into our Intellectually Disabled unit and our Medically Fragile Unit. These two units work on functional</i>	45% (5)	55% (7)					
			1B.2. Students in our Intellectually Disabled Unit need constant stimulation	1B.2. We are using a "Dollar a Day" program as an incentive to meeting academic, behavioral and	1B.2. Teacher	1B.2. There is a special internal account used for the "Dollar a Day" Program.	1B.2. Records are kept.

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<i>skills, vocational skills, and academic skills.</i>			vocational goals			
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			Multiple strategies are needed to accommodate the special needs should a student at this level enter Challenger	2A.1.	2A.1.	2A.1.	2A.1.
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0.0% (0)	0.0%(0)		2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Student behavior	2B.1. Students are included in vocational preparation classes to	2B.1. Teachers	2B.1. Student data on standards are kept and daily reports are generated for mastery of skills. Unique Learning was purchased district wide for reading use with our InD students.	2B.1. Alternate Assessment Data
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	9% (1)	18% (2)		2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is 100% special education serving all of Martin County grades K-12. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	33%	Enter numerical data for expected level of performance in this box.					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in reading	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Point Level System, Data Teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Point Level System, Data Team meetings
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	9% (1)	27% (3)					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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		Lack of student success in reading	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<i>There is no score reported in this category</i>						
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in reading	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		31%	38%	44%	50%	56%	63%
	<u>Reading Goal #5A:</u> <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Black: Hispanic: Asian: American Indian: ELL: SWD:25% ED:30%	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests	
<u>Reading Goal #5B:</u> <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: 50% (2) Black: 0 (4) Hispanic: 50% (3) Asian: American Indian:	Multiple strategies are needed to accommodate the special needs within the school				
			White: Black: Hispanic: Asian: American Indian:	Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in reading	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Point Level System, Data Team meetings	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Homeroom Teachers, Therapists	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<i>Currently there are no ELL students at this school</i>	<i>Goal would be 100% of students, however currently there are no ELL students at this school</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Homeroom Teachers, Therapists	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly</i>	<i>67%%</i>	<i>We will decrease the percentage (number) of students not meeting this goal to.</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>mentally and physically disabled students.</i>			parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students			
		Lack of student success in reading	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Point Level System, Data Team meetings

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance) School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Homeroom Teachers, Therapists	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	67%%	<i>We will decrease the percentage (number) of students not meeting this goal to:</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in reading	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fair Analysis training	K-12	Reading Coach	Teachers/Principal	September 2013	In-service documentation	Principal
Performance Matters training	K-12	District Assessment Coordinator of Reading Coach	Teachers, principal, Para professionals	Ongoing data teams	In-service documentation, agendas and minutes from data teams	Principal
NGSSS/Curriculum Maps	K-12	Reading Coach	Teachers and Principal	Ongoing	In-service documentation, agendas, minutes from meetings	Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Study Island	Reading skill reinforcement computer program for daily use	General budget	\$1,150.00

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
Purchase of 6 digital cameras to aid in visualizing reading concepts and picture to improve writing organization and verbalizing	A digital picture program for visualizing and verbalizing for FCAT takers	Grant	\$542.00

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
	No Data	No Data	\$0.00

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

Subtotal:

Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Attendance and behavioral incidents during testing	1.1. Train one person for CELLA testing so the students can be comfortable and successful	1.1. paraprofessional	1.1.Observation	1.1. Completed test sections
CELLA Goal #1: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: There are two students who are LY at Challenger School. These students have not completed the full battery of the CELLA test					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Student reading skills, language does not seem to be the barrier for these two students-	2.1. Increase the incidents of testing in a way that is similar to the CELLA tested components.	2.1. Teacher	2.1. Observations	2.1. student assessment growth data
CELLA Goal #2: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the</i>	2012 Current Percent of Students Proficient in Reading: 0%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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 Revised April 29, 2011**

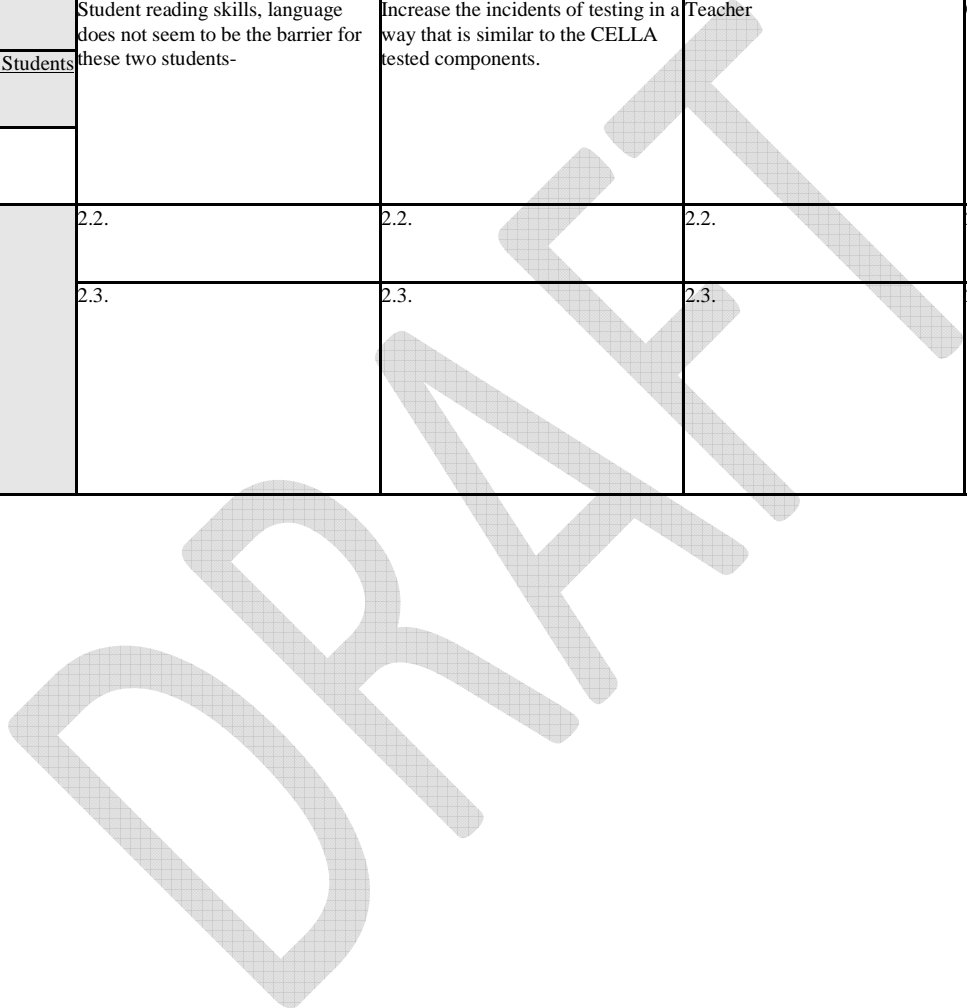
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<i>education of profoundly mentally and physically disabled students.</i>						
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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Student reading skills, language does not seem to be the barrier for these two students-	2.1. Increase the incidents of testing in a way that is similar to the CELLA tested components.	2.1. Teacher	2.1. Observations	2.1. student assessment growth data
CELLA Goal #3: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Percent of Students Proficient in Writing :					
	0%	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests.	
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
#1A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	27%	33%						
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring	
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including visualizing and verbalizing and Unique Learning programs. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests	
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
#1B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of</i>	0	0						
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and	Data analysis of attendance rates, and ongoing progress monitoring	1B.2.

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<i>severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students..</i>		of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students		behaviors		
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0	0					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	18%	36%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school.	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0	15%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	24%	32%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Teachers, Therapists, Data Teams	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0	16%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017									
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	Baseline data 2010-2011		33%	39%	45%	51%	57%	64%									
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool										
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	White:n/a Black:n/a Hispanic:n/a Asian:n/a American Indian:n/a ELL:n/a SWD:38% ED:36%	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests												
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 0 (0)</td> <td>White:</td> </tr> <tr> <td>Black: 33% (1)</td> <td>Black:</td> </tr> <tr> <td>Hispanic: 33% (1)</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 0 (0)	White:	Black: 33% (1)	Black:	Hispanic: 33% (1)	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	Multiple strategies are needed to accommodate the special needs within the school			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*															
White: 0 (0)	White:																
Black: 33% (1)	Black:																
Hispanic: 33% (1)	Hispanic:																
Asian:	Asian:																
American Indian:	American Indian:																
	Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring												
	Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings												

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			Program, Monthly Character goals and behavioral goals.			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Homeroom Teachers, Therapists	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #5C: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* N/A There are currently no ELL students at this school	2013 Expected Level of Performance:* N/A					
	Attendance			Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
	N/A			N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #5D: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically</i>	2012 Current Level of Performance:* 38%	2013 Expected Level of Performance:* 42%					
	Attendance			Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>disabled students.</i>			the students			
		Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#5E: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	36%	45%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	40%	49%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Unique Learning and Visualizing and Verbalizing. School Wide Positive Behavior Support. The additions of a school	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1B:							

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<p><i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i></p>	36%	45%		wide Point and Level System Program, and Monthly Character goals and behavioral goals.			
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #2A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u> 0	<u>2013 Expected Level of Performance:*</u> 9%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning testing process including Visualizing and Verbalizing, and Unique Learning. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #2B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u> 9%	<u>2013 Expected Level of Performance:*</u> 18%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0	16%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Unique Learning and School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly</i>	27%	36%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>mentally and physically disabled students.</i>		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>							
	0	18%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students..</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #5C: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #5D: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into</i>	2012 Current Level of Performance:* 62%	2013 Expected Level of Performance:*					

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<i>two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>		Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
		Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#5E: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	64%						
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school.	Develop Strategies to engage students in the learning process Vocational activities and Unique Learning School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	27%	36%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process vocational activities and Unique Learning. School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process Vocational Activities and the use of Unique Learning Systems. School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into</i>	9%	18%					

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<i>two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>		Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
		2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
	0	9%					
	Attendance						
3.3.		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	50% or one student	We will not be administering the Algebra EOC to a student this year					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read

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<p>Algebra Goal #2: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>		<p>Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.</p>		<p>conferences around data.</p>	<p>180 SRI tests</p>
	<p>0</p>	<p>We will not administer the Algebra EOC to a student this year</p>					
			<p>Attendance</p>	<p>Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students</p>	<p>Principal, Homeroom Teachers, Therapists</p>	<p>Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors</p>	<p>Data analysis of attendance rates, and ongoing progress monitoring</p>
			<p>Lack of student success in math</p>	<p>Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.</p>	<p>Principal, Teachers, Therapists, Data Teams</p>	<p>Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.</p>	<p>Benchmark, Performance Matters, FAIR, Data Team meetings</p>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	Baseline data 2010-2011							
	3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>		White:2 Black: Hispanic: Asian: American Indian: Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring	

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		Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process (rigor/relevance) School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0	0					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically</i>	50%	<i>We will not administer the Algebra EOC this year</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>disabled students.</i>			importance of FCAT testing with the students			
		Lack of student success in math	Develop strategies to engage students in the learning process (rigor/relevance), School wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
<u>Algebra 1 Goal #3E:</u> <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u> 50%	<u>2013 Expected Level of Performance:*</u> <i>We will not administer the Algebra EOC this year</i>					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			Multiple strategies are needed to accommodate the special needs within the school	The use of the E2020 virtual learning program will supplement classroom learning	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Geometry Goal #1: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* <i>We did not administer the Geometry EOC this year.</i>	2013 Expected Level of Performance:* <i>We have one student who will take the EOC this year we are expecting him to pass</i>					
		Lack of student success in math		Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			Multiple strategies are needed to accommodate the special needs within the school	The use of E2020 Virtual learning will supplement the program in Geometry.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read

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Geometry Goal #2: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				conferences around data.	180 SRI tests
	0	We have one student presently enrolled in this course.					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in math	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	Baseline data 2011-2012							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
				3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			Multiple strategies are needed to accommodate the special needs within the school	The use of E2020 Virtual learning will supplement the program in Geometry.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>There were no student taking the Geometry EOC last year</i>	2013 Expected Level of Performance:* <i>There is presently only one student enrolled in Geometry this year.</i>	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core and project based assessment	6-12	District Math Coordinator	Teachers/Principal	September 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal
Understanding a Data Team	K-12	Reading Coach/Principal	Teachers/Para professionals	September 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal
Benchmark Analysis	3-12	District Math Coordinator	Teachers/paraprofessionals	September 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	The use of E2020 Virtual learning will supplement the program in Geometry.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Science Goal #1A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 33%						
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring	
			Lack of student success in Science	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals..	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process VOCATIONA SKILL TRAINING and unique Learning. School Wide Anger Replacement Therapy Program, Monthly Character goals	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests	
Science Goal #1B: <i>Challenger School is</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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<i>unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	50%	50%		and behavioral goals.			
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Develop strategies to engage students in the learning process (rigor/relevance)
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Science Goal #2A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u> 0	<u>2013Expected Level of Performance:*</u> 0					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			Lack of student success in Science	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			Multiple strategies are needed to accommodate the special needs within the school.	Develop Strategies to engage students in the learning process including Unique learning and Vocational activities. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Science Goal #2B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD</i>	<u>2012 Current Level of Performance:*</u> 0	<u>2013Expected Level of Performance:*</u> 50%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>department deals with the education of profoundly mentally and physically disabled students.</i>			parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students			
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process use Vocational activities and Unique Learning. School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Science Goal #1: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100%	100%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process vocational activities and Unique Learning Systems. School Wide Anger Replacement Therapy Program, Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigrance tests, Read 180 SRI tests
Science Goal #2: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0	50%					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring

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<i>education of profoundly mentally and physically disabled students.</i>			before FCAT testing; discuss importance of FCAT testing with the students			
	2.3.	2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

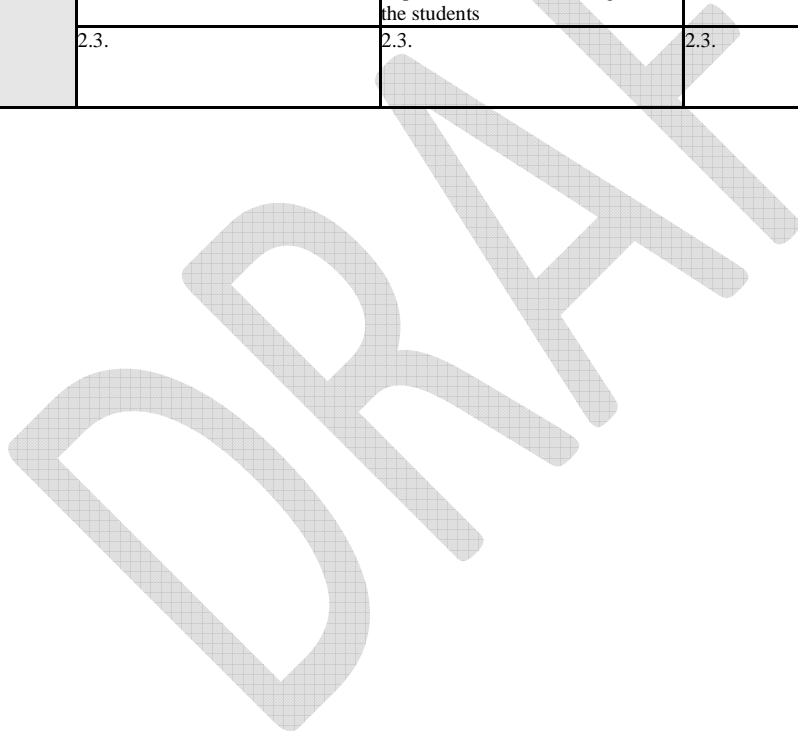
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	0 (2)	50% (1)					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units,	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read

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Biology 1 Goal #2: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		(rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.		conferences around data.	180 SRI tests
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals



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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGSSS/Curriculum maps for all grade levels	K-12	District Science Coordinator	Teachers/ Principal	October 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal
End of Course specifications/Benchmark analysis	3-12	District Science Coordinator	Teachers/Principal	October 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Lab Experiment	ETA Biological Labs	Title 1	\$409.00

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	Subtotal:
	Total:

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			Attendance	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and behaviors	Data analysis of attendance rates, and ongoing progress monitoring
Writing Goal #1A: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD department deals with the education of profoundly mentally and physically disabled students.</i>	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 100%					
			School population is 100% students with disabilities	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			Multiple strategies are needed to accommodate the special needs within the school	Develop Strategies to engage students in the learning process including Interdisciplinary Units, (rigor/relevance), use of Learning Centers and project based assessment. School Wide Positive Behavior Support. The additions of a school wide Point and Level System Program, and Monthly Character goals and behavioral goals.	Principal, Teachers, Therapists, Data Teams	Ongoing progress monitoring, Data teams, parent/teacher/student conferences around data.	Benchmark, Performance Matters, FAIR, Data Team meetings, Brigance tests, Read 180 SRI tests
Writing Goal #1B: <i>Challenger School is unique in its function. It is a special needs school serving Martin County. Our school is divided into two distinct departments. The EBD department deals with the education of severely emotionally disabled students. The InD</i>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			Attendance	Closely monitor attendance; teachers will call home weekly to students with excessive absences, remind parents throughout the year	Principal, Homeroom Teachers, Therapists	Compare attendance during testing window with attendance during last years' testing, monitor academics and	Data analysis of attendance rates, and ongoing progress monitoring

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<i>department deals with the education of profoundly mentally and physically disabled students.</i>			of the times for FCAT testing; call parents one week and one night before FCAT testing; discuss importance of FCAT testing with the students		behaviors	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 Traits of Writing	K-12	Reading Coach	Teachers/paraprofessionals	December 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal
Reading/Writing Correlations	K-12	Reading Coach	Teachers	October 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal
Monthly Writing prompts in Language Arts classes	K-12	Reading Coach/Data Team Leader	Teachers	September 2012 and ongoing	In-service documentation, data team agendas/minutes	Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Digital Cameras for Visualizing and Verbalizing organization and descriptive writing	No Data	Grant	\$452.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Writing Goals

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Civics Goals

**August 2012
Rule 6A-1.099811
Revised April 29, 2011**

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of U.S. History Goals

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)		Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance		Student/family issues	Call each student when they are not in school and encourage parents to send them and/or encourage student to attend on a regular basis; provide information on the importance of the school attendance in the parent newsletter; reward students for excellent attendance.	Principal; attendance secretary; team leader; counselors; behavior analyst	Review data to determine rate of attendance and monitor monthly for improved attendance rate	Daily attendance log; parent phone call log	
Attendance Goal #1: <i>Increase the overall attendance rate for all EBD students. Monitor attendance of students with excessive absences. Meet with students and parents to discuss attendance and build attendance into behavior plan for individual EBD students. Monitor attendance of students in InD classes and verify that absences are health related.</i>	2012 Current Attendance Rate:* <i>Data refers to students in EBD program only.</i>	2013 Expected Attendance Rate:* <i>Data refers to students in EBD program only.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more) <i>2 EBD students</i>	2013 Expected Number of Students with Excessive Absences (10 or more) <i>1</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more) <i>2 EBD students (Many InD students are transported by parent by parent and require time in the morning to get ready for school)</i>	2013 Expected Number of Students with Excessive Tardies (10 or more) <i>1</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
We partner with the Tykes and Teens program. Students will have an audio recorder for family members to read into, leave a message, sing a song or read a poem. This is intended to connect the	Recorders for each student	Grant	\$262.00

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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family with school and help with de-escalation strategies for the students			
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			EBD students aggressive acting out behavior; Staff skill in redirecting students and refocusing students who are not able to control themselves	Train staff in strategies to de-escalate situations involving student who are not in control of self and are in danger of injuring themselves or others	Principal; instructional staff; RtI team; Behavior Analyst	Decreased number of in and out of school suspensions compared to last year’s data	Data chart to compare suspension rate
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Decrease the number</i>	0	1					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	5					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	22	17					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	0	6					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	0	1					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	18%	0					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Special Diploma Options 1 and 2	9-12	Principal/Teacher on Assignment	Teachers in all programs	January PD	Job Preparation hours and evaluations	Teacher and Teacher on Assignment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			School has not given parents enough notice and information regarding school functions and of the importance of their involvement in their child's educational program.	Monthly parent newsletter; school web-site with staff schedule/contact information; connect-ed calls to remind parent of activities; phone call to remind them of IEP meetings/doctor's meetings and follow up calls to determine feedback from parents. (EBD program) Daily home notes to inform parents of student activities and reminders of school activities (InD program).	Principal	Compare number of parents attending conferences and meetings fall 2011 to spring 2012	Sign in sheets; principals phone log
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<i>Enter narrative for the goal in this box.</i>	4	10					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement: STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
<small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

Subtotal:

Total:

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:1,692.00
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:409.00
Writing Budget	Total:452.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: 262.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	\$2815.00
	Grand Total:

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Participation in parent night and the Title 1 parent activities.

Describe the projected use of SAC funds.	Amount
SAC funds will be used for Informational Reading Periodicals such as Junior Scholastic and Upfront magazine. One per student for reading activities.	