

# 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 K8 School of Science & Mathematics	District Name: Hernando
Principal: Mrs. Sue Stoops	Superintendent: Mr. Bryan Blavatt
SAC Chair: Mrs. Betty Draper	Date of School Board Approval:

**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)
----------	------	-----------------------------	-----------------------------------	-------------------------------------	---

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

Principal	Mrs. Sue Stoops	BS Health Ed- University of Florida; Masters of Science Educational Leadership- University of South Florida; Principal's Certification- State of Florida	8	20	During the 2011- 2012 school year, Challenger achieved "A" status. 86 % of the student population met high standards in Reading. 87% of the student population met high standards in Math. 91% of the student population met high standards in Writing. 85 % of the student population met high standards in Science. Challenger has achieved "A" since opening during the 2005- 2006 school year and is in the top 2% of schools in Florida assesses using FCAT. 76 % of the students made Learning Gains in Reading. 74% of the lowest quartile made Learning Gains in Reading. 84% of the students made Learning Gains in Math. 82% of the lowest quartile made Learning Gains in Math.
Assistant Principal	Mr. Michael Maine	BS Elementary Education- University of South Florida; Masters of Science- Educational Leadership- University of South Florida	4	4	During the 2011- 2012 school year, Challenger achieved "A" status. 86 % of the student population met high standards in Reading. 87% of the student population met high standards in Math. 91% of the student population met high standards in Writing. 85 % of the student population met high standards in Science. Challenger has achieved "A" since opening during the 2005- 2006 school year and is in the top 2% of schools in Florida assesses using FCAT. 76 % of the students made Learning Gains in Reading. 74% of the lowest quartile made Learning Gains in Reading. 84% of the students made Learning Gains in Math. 82% of the lowest quartile made Learning Gains in Math.

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

<p>Assistant Principal</p>	<p>Mrs. Shari Meyer</p>	<p>BS English Education 6-12- University of South Florida; Masters of Arts Library and Informational Science- University of South Florida; Leadership Certification</p>	<p>The 2012-2013 school year is Mrs. Meyer's first year at Challenger.</p>	<p>6</p>	<p>This is Mrs. Meyer's 6<sup>th</sup> year as a school administrator and her first year as an administrator at Challenger. During the 2011-2012 school year, Mrs. Meyer was an assistant principal at another local K-8 school (JD Floyd). During this same school year, JD Floyd achieved "B" status. 59% of the student population met high standards in Reading. 51% of the student population met high standards in Math. 75% of the student population met high standards in Writing. 53% of the student population met high standards in Science. JD Floyd has achieved "A" status since the 2007- 2008 school year and declined a letter grade in 2012. 69% of the students made Learning Gains in Reading. 71% of the lowest quartile made Learning Gains in Reading. 65% of the students made Learning Gains in Math. 65% of the lowest quartile made Learning Gains in Math.</p>
<p>Assistant Principal</p>	<p>Mrs. Anna Jensen</p>	<p>BS Special Education- University of South Florida; Masters of Science- Educational Leadership- National Louis University</p>	<p>The 2012-2013 school year is Mrs. Jensen's first year at Challenger.</p>	<p>1</p>	<p>This is Mrs. Jensen's first year as a school administrator. She previously held a leadership role as Coordinator of Instruction &amp; Curriculum. She has taught in Hernando County since 1994 and served as a staffing specialist during the 2009-2010 and 2010-2011 school years.</p>

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

### 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)
	Not applicable				

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Leadership Team	Mrs. Sue Stoops Mr. Michael Maine- Elementary Mrs. Shari Meyer- Middle Mrs. Anna Jensen- Quest	On- going
2. New teachers are assigned to mentors	Mr. Michael Maine- Elementary Mrs. Shari Meyer- Middle Mrs. Anna Jensen- Quest	On- going
3. Department/ Team Meetings	Mr. Michael Maine- Elementary Mrs. Shari Meyer- Middle Mrs. Anna Jensen- Quest	On- going
4. Professional Learning Communities (PLC's)/ Data Chats	Mr. Michael Maine- Elementary Mrs. Shari Meyer- Middle Mrs. Anna Jensen- Quest	On- going

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>0% (0) teaching out-of-field 17.09% (20) seeking the Gifted Endorsement</p>	<p>At the current time, Challenger does not have any teachers classified as teaching out-of-field or who are not highly effective.</p> <p>17.09% (20) teachers are currently seeking the Gifted Education Endorsement. Teachers understand that by the beginning of the next school year, they must complete six semester hours of coursework or one hundred twenty in-service points in Gifted if they are teaching a Gifted course. Additional support will be provided through teachers through teacher mentors, Professional Learning Communities, Data Chats, and observations.</p>

***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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
117	3.6% (5)	15.38% (18)	49.57% (58)	31.62% (37)	33.33% (39)	82.91% (97)	14.53% (17)	2.56% (3)	24.79% (29)

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

***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
Debbie Gibson	Brittney Gariepy	First year teacher- Mentors are assigned by the appropriate administrator based on personality, common grade level and/ or course, planning periods, common responsibilities, etc.	Mentoring log, lesson plan template, model instruction, needs assessment, Who’s Who, scheduling, various teacher responsibilities, RtI, professional development
Debbie Gibson	Lisa Lillibridge	First year teacher- Mentors are assigned by the appropriate administrator based on personality, common grade level and/ or course, planning periods, common responsibilities, etc.	Mentoring log, lesson plan template, model instruction, needs assessment, Who’s Who, scheduling, various teacher responsibilities, RtI, professional development
Pam Jones	Stacey Holcomb	First year teacher- Mentors are assigned by the appropriate administrator based on personality, common grade level and/ or course, planning periods, common responsibilities, etc.	Mentoring log, lesson plan template, model instruction, needs assessment, Who’s Who, scheduling, various teacher responsibilities, RtI, professional development
Pam Jones	Stephani Halstead	First year teacher- Mentors are assigned by the appropriate administrator based on personality, common grade level and/ or course, planning periods, common responsibilities, etc.	Mentoring log, lesson plan template, model instruction, needs assessment, Who’s Who, scheduling, various teacher responsibilities, RtI, professional development



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

### 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.

Title I, Part A- Not applicable
Title I, Part C- Migrant- Not applicable
Title I, Part D- Not applicable
Title II- Challenger K-8 will use its 2012- 2013 differentiated Title II site allocation to support on-going research based professional development programs involving Lesson Study, Problem Solving. Response to Intervention, effective differentiation of instruction to address all students' particular needs, and inquiry based learning. Selected teachers will also participate in professional development opportunities involving Content Area Reading Professional Development Creating Independence through Student Owned Strategies (CRISS), Florida Reading Initiative trainings, Write Traits, and Kagan. All Title II funded professional development programs at Challenger K8 were planned to support the district's strategic plan; 2012- 2013 District Improvement and Assistance Plan (DIAP) and the goals and objectives addressed in our School Improvement Plan.
Title III- The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/ or Developmental Language Arts Through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead teacher/ ESOL contact according to the State and School Board approved District ELL plan.
Title X- Homeless
Supplemental Academic Instruction (SAI)- Not applicable
Violence Prevention Programs- Prevention and intervention programs are in place to address bullying and harassment throughout the district. Challenger's staff regularly participates in district professional development programs on violence. In addition, the district's Student Services Department initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012- 2013.
Nutrition Programs- As a part of the district's Food and Nutrition Dept., Challenger's cafeteria staff provides balanced, attractive, well prepared meals with good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Challenger's cafeteria staff provides free and/ or reduced priced lunches for Challenger's students who qualify to participate in the U.S. Dept of Agriculture's National School Lunch Program.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Housing Programs – Not applicable
Head Start- Not applicable
Adult Education- The District’s Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all four high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adult with Disabilities are contracted to ARC of the Nature Coast.
Career and Technical Education- The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (3) high school Career/ Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academics, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/ Technical Education (CTE) teachers; and to pay CTE students’ testing and certification fees. In addition, all students at Challenger will participate in the Great American Teach-In (a community out-reach program designed to teach students about various careers). Challenger’s students will also study career paths and choices through various history courses.
Job Training- Not applicable
Other

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sue Stoops- administration  
Michael Maine- administration  
Shari Meyer- administration  
Anna Jensen- administration  
Kristen Tormey- assessment teacher  
Leigh Ann Ledford- elementary assistant  
Kimberly Eppley- guidance  
Lauren Moore- guidance  
Kim Stratton- guidance  
Carrie Wilson- guidance  
Beth Mause- guidance  
Mary Weathersby- behavioral specialist (as needed)  
Laverne Kalafor- school psychologist  
Carol McAvoy- school social worker (as needed)

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

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 School-Based Leadership Team (SBLT) meets on a bi-weekly basis to analyze academic and student engagement data, monitor the implementation of SIP strategies, and engage in the steps of problem solving when progress toward identified goals is not evident or is questionable in a given area. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data to the meeting. A structured agenda is used to keep the meeting on time and on topic. Specific roles and functions at each meeting include:

Administrator – Provide leadership for the team and school, ensure follow up and appropriate allocation of resources

Facilitator – Lead the meeting according to the agenda, ensure steps of problem solving are followed in any discussion

Note Taker – Record discussion during the meeting and ensure all participants receive a copy of the minutes

Time Keeper – Keep the meeting moving according to the times allocated on the agenda, maintain focus of the meeting and reign in off-topic discussion

The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students (Tier I strategies), as well as targeted instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes aggregate/group data at the Tier I and Tier II level. When individual student data analysis and problem solving is necessary, a separate individual student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, etc.) is convened.

The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on the campus. Most teams have a representative serving on the SBLT to ensure communication and consistent implementation of strategies identified in the SIP. While the SBLT may ensure allocation of resources, the other school teams may be asked to engage in detailed problem analysis, intervention development, and intervention implementation when data are not indicative of expected gains or progress toward SIP goals.

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 SBLT is directly involved in writing the SIP and in progress monitoring the implementation of the SIP throughout the school year. The SIP is developed following the steps of problem identification (SIP baseline data and goal setting), problem analysis (identifying potential barriers and using data to confirm if they are correctly identified), instruction/intervention development (identifying strategies matched to the barriers), checking the fidelity of instruction/intervention implementation (person or position responsible for monitoring), and evaluating Response to Instruction/Intervention (identifying the process used to determine effectiveness of the strategy and evaluation tool). When the SBLT meets to analyze progress monitoring data, the steps of problem solving are used to make changes or adjustments to the SIP as needed.

MTSS Implementation

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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.

	Tier I	Tier II	Tier III
Reading	FAIR Broad Screen, PMRN Lang Arts course Pass/Fail rates, TERMS SuccessMaker FCAT	FAIR Broad Screen, PMRN FAIR TDI, PMRN Voyager RB & RCT, Vport	FAIR OPM measures, _____ (database?) EasyCBM, EasyCBM website/database Voyager RCT weekly, Vport
Math	District Created Assessments, PerfMatters Common Assessment View SuccessMaker, _____ Success Tracker, _____ Math course Pass/Fail rates, TERMS FCAT and EOCs	SuccessMaker, _____ Success Tracker, _____ Math Diagnosis and Intervention System, _____	SuccessMaker, _____ Success Tracker, _____ Math Diagnosis and Intervention System, _____
Science	District Created Assessments, PerfMatters Science course Pass/Fail rates, TERMS FCAT and EOCs	_____	_____
Writing	DWAP, PerfMatters Lang Arts course Pass/Fail rates, TERMS	DWAP, PerfMatters Monthly Writing Prompt, _____	OPM writing prompt, PerfMatters RtI component
Behavior	Office Discipline Referrals, RtI:B system Attendance rates, TERMS Tardy rates, TERMS ISS and OSS data, TERMS	BEP data, RtI:B system	BEP data, RtI:B system FBA/BIP behavioral data, PerfMatters RtI component

Describe the plan to train staff on MTSS.

School-Based Leadership Team members have received training on MTSS from district personnel. Designees from the SBLT will train staff on MTSS concepts and procedures during PLCs throughout the school year. The school's multi-tiered resource maps will be shared with staff during pre-school and required documentation of tiered supports will be addressed at PLCs on a monthly basis. The school psychologist will be available to grade-level teams and individual staff members for training and coaching.

Describe the plan to support MTSS.

In order to assure that the designated tenets of the school MTSS plan are carried out, Kristen Tormey (administrative designee) will consult with members of the SBLT on the first Friday of the month (e.g.) through email to make certain that individuals are experiencing no barriers in their efforts to carry out their assigned responsibilities. Additionally, the School Psychologist will serve as an MTSS coach for the school on a weekly basis. An external district MTSS coach will assist school leadership with MTSS infrastructure and guidance in problem solving on a quarterly basis via participation in District Instructional Support Team visits and follow up support.

**Literacy Leadership Team (LLT)**

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

2012-2013 K-12 Comprehensive Research-Based Reading Plan: Literacy Leadership Teams support text complexity by assisting teachers with the selection and evaluation of complex text. To do this effectively, team members must have a working knowledge of the three components of text complexity. Literacy Leadership Teams also support instructional skills to improve reading comprehension by developing Comprehension Instructional Sequence lessons for teachers and by promoting the five guiding principles listed below.

1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).

What will be the major initiatives of the LLT this year?

2012-2013 K-12 Comprehensive Research-Based Reading Plan: Instruction will engage students in complex cognitive tasks with a wide variety of different types of texts. Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, discuss, and listen to text for different specific purposes. Rather than emphasizing more general strategies and questions, specific questions and tasks will focus on the text and cultivate independence. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text. Shorter, challenging texts that elicit close reading and rereading will be used. Careful instruction, including effective scaffolding, will enable students to read at the appropriate level of text complexity.

### ***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.*

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

### ***\*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.

Not 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?

2012-2013 K-12 Comprehensive Research-Based Reading Plan: Instruction will engage students in complex cognitive tasks with a wide variety of different types of texts. Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, discuss, and listen to text for different specific purposes. Rather than emphasizing more general strategies and questions, specific questions and tasks will focus on the text and cultivate independence. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text. Shorter, challenging texts that elicit close reading and rereading will be used. Careful instruction, including effective scaffolding, will enable students to read at the appropriate level of text complexity.

### ***\*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?

Not applicable

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?

Not applicable

### ***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](#).

Not applicable

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. Lack of student motivation	1A.1. Interest Reading Book Clubs Reading Counts SRI Varied Genres	1A.1. Classroom Teachers Media Specialist	1A.1. The SBLT will review FAIR data to determine student progress. Teachers will utilize regular classroom assessments to progress monitor student achievement. Teachers will utilize Performance Matters and PMRN to determine student growth in each strand.	1A.1. FCAT		
<b><u>Reading Goal #1A:</u></b> By the 2013 FCAT assessment, 27.7% of the students in grades 3-8 will achieve a Level 3 on the Reading portion of the FCAT.	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
	25.70% (311/ 1210)	increase by 2% to 27.70%					

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

		1A.2. Professional Development-Transition to Common Core	1A.2. Team Explorations Department Meetings Data Chats Collaboration amongst grade levels Common Core Training	1A.2. Administration Assessment Teacher	1A.2. Teachers will utilize Team Exploration Days and Department Meetings for on-going professional development and to review remediation data using FAIR, PMRN, Compass, FOCUS, Performance Matters, etc.	1A.2. FCAT	
		1A.3. Rtl Support	1A.3. Research grant opportunities for funding Rtl assistance	1A.3. Administration Classroom Teachers Grant Committee	1A.3. Teachers in grades K-8 will implement common grade level Rtl blocks in which Problem Solving/ Response to Intervention can be implemented with fidelity to be observed and monitored with classroom walk-throughs. The grant committee will research funding opportunities in order to create Rtl classroom assistance.	1A.3. FCAT	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Reading Goal #1B:</b>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
--	--	-------	-------	-------	-------	-------	--

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

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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Fluid grouping of students	2A.1. Constant monitoring and regrouping of students based on needs and problem solving/ response to intervention	2A.1. Classroom teacher Administration Resource teacher	2A.1. Teachers in grades K-8 will implement fluid grouping of students based on most recent data using problem solving/ response to intervention strategies.	2A.1. FCAT		
<b>Reading Goal #2A:</b> By the 2013 FCAT assessment, 62.41% of the students in grades 3-8 will achieve a Level 4 on the Reading portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60.41% (731/ 1210)	increase by 2% to 62.41%					
		2A.2. Lack of professional development opportunities related to the combination of Reading/ Language Arts.	2A.2. Differentiated instruction Rtl Team Exploration Days Department/ Team Meetings	2A.2. Administration Assessment teacher Elementary assistants	2A.2. Teachers will utilize Team Exploration Days and Department Meetings for on-going professional development and to review remediation data using FAIR, PMRN, Performance Matters, Compass, etc.	2A.2. FCAT	

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

		2A.3. Lack of student motivation	2A.3. Interest reading Book Clubs Reading Counts	2A.3. Classroom teacher Media Specialists	2A.3. The SBLT will review FAIR data to determine student progress. Teachers will utilize regular classroom assessments to progress monitor student achievement. Teachers will utilize Performance Matters and PMRN to determine student growth in each strand.	2A.3. FCAT	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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



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

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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Fluid grouping of students	3A.1. Constant monitoring and regrouping of students based on needs and problem solving/ response to intervention	3A.1 Classroom teacher Administration Resource teacher	3A.1 Teachers in grades K-8 will implement fluid grouping of students based on most recent data using problem solving/ response to intervention strategies.	3A.1 FCAT		
<u>Reading Goal #3A:</u> By the 2013 FCAT assessment, 73% of the students in grades 4-8 will make learning gains on the Reading portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	72.23% (744/1030)	73%					
		3A.2. Lack of professional development opportunities related to the combination of Reading/ Language Arts.	3A.2. Differentiated instruction Rtl Team Exploration Days Department/ Team Meetings	3A.2. Administration Assessment teacher Elementary assistants	2A.2. Teachers will utilize Team Exploration Days and Department Meetings for on-going professional development and to review remediation data using FAIR, PMRN, Performance Matters, Compass, etc.	3A.2. FCAT	

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

		3A.3. Lack of student motivation	3A.3. Interest reading Book Clubs Reading Counts	3A.3. Classroom teacher Media Specialists	3A.3. The SBLT will review FAIR data to determine student progress. Teachers will utilize regular classroom assessments to progress monitor student achievement. Teachers will utilize Performance Matters and PMRN to determine student growth in each strand.	3A.3. FCAT	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Professional Development in regards to RtI	4A.1. Planned RtI Training through Team Explorations and Department Meetings  RtI Data Chats	4A.1. Administration Assessment Teacher Elementary Assistant Classroom Teachers	4A.1. Teachers will utilize Team Exploration Days and Department Meetings for on-going professional development and to review remediation data using FAIR, PMRN, Performance Matters, Compass, etc.	4A.1. FCAT		
<b>Reading Goal #4A:</b> By the 2013 FCAT assessment, 70% of the lowest 25% will make learning gains in Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68.12% (94/138)	70%					
		4A.2. Strategic Staffing	4A.2. Creativity and flexibility in the use of allocations	4A.2. Administration ESE Department Chairs Team Leaders	4A.2. ESE teachers will monitor the number of service minutes in an effort to strategically place staff to best meet student needs. The use of an ESE resource teacher will provide fidelity for students qualifying for intense Tier III RtI services.	4A.2. FCAT	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

<p><b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b></p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Reading Goal #4B:</u> Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

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	
<p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b> 13% non- proficient (FCAT level 1 or level 2)</p>	<p>Based on 2011-2012 FCAT data, 86% of the students in grades 3-8 scored proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Research professional development related to our lowest 25%.</p>	<p>By the 2013 administration of the FCAT assessment, 89% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Provide Specific professional development through Team Explorations and Department meetings.</p> <p>Research remediation resources successful in reaching student achievement</p>	<p>By the 2014 administration of the FCAT assessment, 90% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Track the implementation/ fidelity of remediation resources.</p> <p>Evaluate the use of best practices</p>	<p>By the 2015 administration of the FCAT assessment, 91% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Continue use of remediation resources if successful. Re-evaluate resources if necessary.</p> <p>Re-evaluate the use of best practices</p>	<p>By the 2016 administration of the FCAT assessment, 93% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Continue use of remediation resources if successful. Re-evaluate resources if necessary.</p> <p>Re-evaluate the use of best practices</p>	<p>By the 2017 administration of the FCAT assessment, 95% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p> <p>Continue use of remediation resources if successful. Re-evaluate resources if necessary.</p> <p>Re-evaluate the use of best practices</p>
<p><u>Reading Goal #5A:</u></p> <p>By the 2017 administration of the FCAT assessment, 95% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Reading portion of the FCAT assessment.</p>							

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

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		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: N/A American Indian: N/A</p> <p>Direct parental involvement is a concern in all demographic categories listed. Parents are requested to participate in events such as: FCAT nights, Science Fair Nights, Grade Level Events, Open Media Center Times, etc.</p>	<p>5B.1. White: 11% Black: 16% Hispanic: 16% Asian: N/A American Indian: N/A</p> <p>Track direct parental involvement; not simply volunteer hours, but specific academic activities.</p>	<p>5B.1. White: 9% Black: 14% Hispanic: 14% Asian: N/A American Indian: N/A</p> <p>Administration Assessment Teacher Elementary Assistant Classroom Teachers</p>	<p>5B.1. White: 7% Black: 12% Hispanic: 12% Asian: N/A American Indian: N/A</p> <p>Teachers will meet through Team Explorations and Department meetings to discuss the effectiveness of various evening events/ parental involvement activities including: FCAT Nights, Science Fair Nights, Grade Level Events, etc</p>	<p>5B.1. White: 5% Black: 9% Hispanic: 9% Asian: N/A American Indian: N/A</p> <p>FCAT</p>		
<p><u>Reading Goal #5B:</u> By 2013, Challenger will decrease the percentage of students achieving non-proficient by 2 percentage points in each of the ethnicity subgroups.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 13.29% (129/971) Black: 18.18% (6/33) Hispanic: 18.44% (26/141) Asian: N/A American Indian: N/A</p>	<p>White: 11% Black: 16% Hispanic: 16% Asian: N/A American Indian: N/A</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	



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

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
--	--	-------	-------	-------	-------	-------	--

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

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

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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Parental Involvement/ Communication	5C.1. Provide translated versions of parental communication when necessary	5C.1. Administration ELL Lead Teacher	5C.1. Student progress will be monitored using FAIR and Performance Matters indicators.	5C.1. FCAT		
<u>Reading Goal #5C:</u> By 2013, 55% (5/9) of the ELL students at Challenger will make satisfactory progress in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44.44% (4/9)	55%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Professional Development in regards to RtI</p>	<p>5D.1. Planned RtI Training through Team Explorations and Department Meetings  RtI Data Chats</p>	<p>5D.1. Administration Assessment Teacher Elementary Assistant Classroom Teachers</p>	<p>5D.1. Teachers will utilize Team Exploration Days and Department Meetings for on-going professional development and to review remediation data using FAIR, PMRN, Performance Matters, Compass, etc.</p>	<p>5D.1.</p>		
<p><u>Reading Goal #5D:</u>  By 2013, 51% of the students at Challenger within the SDW category will make satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50% (36/68)</p>	<p>51%</p>					
		<p>5D.2.  Direct parental involvement is a concern in all demographic categories listed. Parents are requested to participate in events such as: FCAT nights, Science Fair Nights, Grade Level Events, Open Media Center Times, etc.</p>	<p>5D.2.  Track direct parental involvement; not simply volunteer hours, but specific academic activities.</p>	<p>5D.2.  Administration Assessment Teacher Elementary Assistant Classroom Teachers</p>	<p>5D.2.  Teachers will meet through Team Explorations and Department meetings to discuss the effectiveness of various evening events/ parental involvement activities including: FCAT Nights, Science Fair Nights, Grade Level Events, etc</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

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

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

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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1 Lack of student motivation	5E.1 Interest reading Book Clubs Reading Counts	5E.1 Classroom teacher Media Specialists	5E.1 The SBLT will review FAIR data to determine student progress. Teachers will utilize regular classroom assessments to progress monitor student achievement. Teachers will utilize Performance Matters and PMRN to determine student growth in each strand.	5E.1 FCAT		
<b>Reading Goal #5E:</b> By 2013, Challenger will have a 2% decrease in students not making satisfactory progress in reading within the economically disadvantaged subgroup.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15.95% (70/439)	13.95%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

### Reading Professional Development

Professional Development (PD) aligned with Strategies through						

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<b>Professional Learning Community (PLC) or PD Activities</b> 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
Team Explorations/ RtI/ Data Chats	K-5	Administration	Classroom teachers K-5, assessment teacher, administration	Meetings held bi-monthly with each grade level	Bi-monthly Team Explorations/ Bi-monthly Team Data Chats are held to progress monitor and make adjustments as needed.	Administration
Data Chats (Middle School)	6-8	Administration/ Dept. Chairs	Classroom teachers 6-8, assessment teacher, administration	Meetings held monthly with each grade level	Monthly Team Data Chats are held to progress monitor and make adjustments as needed	Administration
FAIR	K-8	Kristen Tormey/ LeighAnn Ledford	Classroom teachers K-8, assessment teacher, administration	Grade Level meetings are held monthly to review data.	Monthly Team Data Chats are held to progress monitor and make adjustments as needed	Administration
Book Study	4 <sup>th</sup> grade	Katie Day	4 <sup>th</sup> grade teachers	On-going	Monthly meeting to review/ discuss research	Administration
ELA Common Core State Standards	K-2	District	Classroom teachers grades K-2	TBD	Monthly Team Data Chats are held to progress monitor and make adjustments as needed	Administration
Next Generation Content Area Reading Professional Development	<b>6-8</b>	<b>District</b>	<b>Classroom teachers 6-8</b>	<b>TBD</b>	Monthly Team Data Chats are held to progress monitor and make adjustments	Administration
Reading Endorsement Classes (K-12)	K-8	District	<b>Classroom teachers K-8</b>	<b>TBD</b>	Follow-up with coordinator as needed	Administration
Visual Arts and the Common Core	Visual Arts Teachers K-8	Kim Paff	The role of Visual Arts Teachers (Art, Media, and Graphic Design) in connection with the Common Core Standards.	8/14/12	Follow-up with coordinator as needed	Administration

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

Performance Matters	K-8	Kristen Tormey	Classroom teachers K-8, assessment teacher, administration  Teachers will learn how to access student data reports including: FCAT, FAIR, SAM Online, ACT, SAT, etc.	8/30/12, 8/31/12, 9/4/12, 9/5/12, 9/6/12, 9/11/12, 9/12/12	Follow-up with coordinator as needed	Administration
RtI Documentation Training	K-8	Stephanie Doran	Classroom teachers K-8  Teachers will learn and discuss how to complete RtI documentation for Reading and Math.	On-going as needed- Minimum every 4 1/2 weeks	Follow-up with coordinator as needed	Administration
CPALMS Training	K-8	Michael Green- DOE Representative	Required of Leadership Team- Open to all instructional teachers  Interactive workshop demonstrating how teachers can navigate the CPALMS site to access free, high quality, Common Core lessons.	10/12/12	Follow-up with coordinator as needed	Administration
Comprehension Instructional Sequence Model for LA Teachers	6-8	District	Middle grades teachers 6-8	10/12/12	Follow-up with coordinator as needed	Administration



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

**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
Success Maker	Reading Intervention for RtI Tier II & III	Company trial	N/A
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
TeachingBooks.net (K-12)			\$2500.00
Voyager Reading Journeys (6-8)			\$121,295.00
<b>Subtotal: \$123,795.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Connecting Exemplary Practices in Acquisition Lessons	Teachers will understand how to “teach” most effectively for learning in every single lesson, maximizing achievement for all students.	Title II Funds	\$7,625.00
ELA Common Core State Standards (2)			\$15,818
Next Generation Content Area Reading			\$38,072
Professional Development (6-12)			\$10,436
Reading Endorsement Classes (K-12)			
<b>Subtotal: \$71,951.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$195,746.00</b>			

*End of Reading Goals*

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

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Multiple listening and speaking opportunities are not provided for ELLs during mainstream English/ Language Arts classes, core classes, and supplemental extended day/year programs.	1.1. Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	1.1. Administration ELL Lead Teacher Classroom Teachers	1.1. Lesson Plans Professional Development Attendance Sheets	1.1. FCAT CELLA	
<b>CELLA Goal #1:</b> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 55.56% to 77% (district objective).	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	55.56% (5/9)					

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

		1.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed to supplement direct instruction	1.2 Computerized instruction provided by ESOL paraprofessionals and ESOL Lead teachers or Developmental Language Arts Through ESOL teacher using Rosetta Stone English Level 1,2,3 and ancillary resources will be used to reinforce the mastery of concepts and skills for areas of deficiencies in listening and speaking.	1.2 Administration ELL Lead Teacher Classroom Teachers	1.2 Lesson Plans Attendance Sheets	1.2 FCAT CELLA
		1.3. Parental Involvement/ Communication	Provide translated versions of parental communication when necessary	Administration ELL Lead Teacher	Student progress will be monitored using FAIR and Performance Matters indicators.	FCAT CELLA
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy				
<b>2. Students scoring proficient in reading.</b>	2.1. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed to supplement direct instruction	2.1. The ESOL Lead teacher will assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and comprehension techniques.	2.1. Administration ELL Lead Teacher	2.1. ELL student services time log Lesson Plans	2.1. FCAT CELLA	
<u>CELLA Goal #2:</u> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 44.44% to 63% (district objective).	<u>2012 Current Percent of Students Proficient in Reading:</u>					

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

	44.44% (4/9)					
		2.2. Parental Involvement/ Communication	2.2. Provide translated versions of parental communication when necessary	2.2. Administration ELL Lead Teacher	2.2. Student progress will be monitored using FAIR and Performance Matters indicators.	2.2. FCAT CELLA
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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	
<b>3. Students scoring proficient in writing.</b>	2.1. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to writing is needed to supplement direct instruction	2.1. The ESOL Lead teacher will assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and writing techniques.	2.1. Administration ELL Lead Teacher	2.1. ELL student services time log	2.1. FCAT CELLA	
<b>CELLA Goal #3:</b> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 44.44% to 65% (district objective).	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	44.44% (4/9)					
	2.2.	2.2. Parental Involvement/ Communication	2.2. Provide translated versions of parental communication when necessary	2.2. Administration ESOL Lead Teacher.	2.2. Student progress will be monitored using FAIR and Performance Matters indicators	2.2. FCAT CELLA
		2.3. Additional training for mainstreaming English/ Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	2.3. Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeting instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other areas,	2.3. Administration ESOL Lead Teacher.	2.3. Student performance will be monitored through District Writing Assessments and various classroom assessments.	2.3. FCAT CELLA

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

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

**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
Supplemental materials such as: Classroom libraries, “ News for You”, IDEA materials, leveled readers, bilingual dictionaries (English to Heritage Language and Heritage to English Language), and audio readings- District Title III, Part A Grant funds- total \$9,385.18		District Title III, Part A Grant	\$9,385.18
<b>Subtotal: \$9,385.18</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<ul style="list-style-type: none"> <li>● Rosetta Stone Classroom Version 3 (CD ROM network) English Levels 1,2,3 and Rosetta Stone English Levels 1-5 (Online annual fixed licenses )and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles</li> </ul>		District Title III, Part A Grant	\$11,950.00
<b>Subtotal: \$11,950.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Rosetta Stone onsite training for ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites		District Title III, Part A Grant funds	\$2,100.00
Training in best practices for ESOL teachers and ESOL Paraprofessionals		District Title III, Part A Grant funds-	\$2,700.00
<b>Subtotal: \$4,800.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental Extended Day Programs at selected sites (including hourly duty pay, retirement, social security, workers compensation)		District Title III, Part A Grant funds	\$44,209.55
Supplemental Extended Year Program at one central location (including hourly duty pay, retirement, social security, workers compensation, and gasoline for buses)		District Title III, Part A Grant funds	\$11,663.95
<b>Subtotal: \$55,873.50</b>			
<b>Total: \$82,008.68</b>			

*End of CELLA Goals*



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

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	1A.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	1A.1. Classroom Teacher Math Liaison Administration	1A.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	1A.1. FCAT Performance Matters/ SAM Online		

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

<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By the 2013 FCAT assessment, 33.98% of the students in grades 3-8 will achieve a Level 3 on the Mathematics portion of the FCAT.							
	30.98% (158/510)	increase by 3% to 33.98%					
		1A.2.  Dissecting relevant information in word problems  Students are not allowed time to struggle/figure out math problems.	1A.2.  Emphasize key words Highlight or box key words	1A.2.  Classroom Teacher Math Liaison Administration	1A.2.  Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	1A.2.  FCAT Performance Matters/ SAM Online	
		1A.3.  Reading "stories" in FCAT style word problems before the actual math problem	1A.3.  Similarities and differences	1A.3.  Classroom Teacher Math Liaison Administration	1A.3.  Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	1A.3.  FCAT Performance Matters/ SAM Online	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.							
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	IA.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	IA.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	IA.1. Classroom Teacher Math Liaison Administration	IA.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	IA.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #2A:</u>  By the 2013 FCAT assessment, 53.18% of the students in grades 3-8 will achieve a Level 4 or 5 on the Mathematics portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	51.18% (261/510)	increase by 2% to 53.18%					

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

	1A.2.	1A.2. Dissecting relevant information in word problems  Students are not allowed time to struggle/figure out math problems.	1A.2. Emphasize key words Highlight or box key words	1A.2. Classroom Teacher Math Liaison Administration	1A.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	2A.2. FCAT Performance Matters/ SAM Online	
		1A.3. Reading "stories" in FCAT style word problems before the actual math problem	1A.3. Similarities and differences	1A.3. Classroom Teacher Math Liaison Administration	1A.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	2A.3. FCAT Performance Matters/ SAM Online	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
--	--	-------	-------	-------	-------	-------	--

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

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

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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	3A.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	3A.1. Classroom Teacher Math Liaison Administration	3A.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	3A.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #3A:</u>  By the 2013 FCAT assessment, 73% of the students in grades 4-8 will show learning gains on the mathematics portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70.55% (242/343)	73%					



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

		3A.2. Dissecting relevant information in word problems  Students are not allowed time to struggle/figure out math problems.	3A.2. Emphasize key words Highlight or box key words	3A.2. Classroom Teacher Math Liaison Administration	3A.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	3A.2. FCAT Performance Matters/ SAM Online	
		3A.3. Reading "stories" in FCAT style word problems before the actual math problem	3A.3. Similarities and differences	3A.3. Classroom Teacher Math Liaison Administration	3A.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	3A.3. FCAT Performance Matters/ SAM Online	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	4A.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	4A.1. Classroom Teacher Math Liaison Administration	4A.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	4A.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #4A:</u>  By the 2013 FCAT assessment, 61% of the students within the lowest 25% will make learning gains on the mathematics portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59.65% (34/57)	61%					

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

		4A.2. Dissecting relevant information in word problems  Students are not allowed time to struggle/figure out math problems.	4A.2. Emphasize key words Highlight or box key words  Differentiate and scaffold instruction to meet the varied needs in the classroom	4A.2. Classroom Teacher Math Liaison Administration	4A.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	4A.2. FCAT Performance Matters/ SAM Online	
		4A.3. Reading "stories" in FCAT style word problems before the actual math problem	4A.3. Similarities and differences	4A.3. Classroom Teacher Math Liaison Administration	4A.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	4A.3. FCAT Performance Matters/ SAM Online	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	N/A	N/A					

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

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

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	
<p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b></p> <p>17% non- proficient (FACT Level 1 or Level 2)</p>	<p>Based on 2011-2012 FCAT data, 87% of the students in grades 3-8 scored proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Professional Development to include: Mathematics Common Core State Standards</p>	<p>By the 2013 administration of the FCAT assessment, 89% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Use of instructional materials with fidelity evident through walk-throughs</p>	<p>By the 2014 administration of the FCAT assessment, 90% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Revise sequencing and pacing according to new standards and grade levels are added</p>	<p>By the 2015 administration of the FCAT assessment, 91% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Additional research based remediation materials for use with RtI Tier II and Tier III groups</p>	<p>By the 2016 administration of the FCAT assessment, 93% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Cross grade level articulation meetings to review areas of concern</p> <p>Address as needed</p>	<p>By the 2017 administration of the FCAT assessment, 95% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p> <p>Cross grade level articulation meetings to review areas of concern</p> <p>Address as needed</p>



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

<p><u>Mathematics Goal #5A:</u></p> <p>By the 2017 administration of the FCAT assessment, 95% of the students in grades 3-8 will achieve proficient or above (Level 3 or above) on the Mathematics portion of the FCAT assessment.</p>						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: N/A American Indian: N/A</p> <p>Direct parental involvement is a concern in all demographic categories listed. Parents are requested to participate in events such as: FCAT nights, Science Fair Nights, Grade Level Events, Open Media Center Times, etc.</p>	<p>5B.1. Track direct parental involvement; not simply volunteer hours, but specific academic activities.</p>	<p>5B.1. Administration Assessment Teacher Elementary Assistant Classroom Teachers</p>	<p>5B.1. Teachers will meet through Team Explorations and Department meetings to discuss the effectiveness of various evening events/ parental involvement activities including: FCAT Nights, Science Fair Nights, Grade Level Events, etc</p>	<p>5B.1. FCAT Performance Matters/ SAM Online</p>	

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

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, Challenger will decrease the percentage of students achieving a non-proficient level by 1% in each of the ethnicity subgroups.							
	White: 15.53% (64/412) Black: 21.43% (3/14) Hispanic: 22.03% (13/59) Asian: N/A American Indian: N/A	White: 14.53% Black: 20.43% Hispanic: 21.03% Asian: N/A American Indian: N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	5C.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	5C.1. Classroom Teacher Math Liaison Administration	5C.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5C.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #5C:</u>  <i>By the 2013 FCAT assessment, there will be a 2% decrease in the percentage of students within the ELL subgroup not making satisfactory progress.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66.67% (2/3)	64%					

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

		5C.2. Dissecting relevant information in word problems	5C.2. Emphasize key words Highlight or box key words Differentiate and scaffold instruction to meet the varied needs in the classroom	5C.2. Classroom Teacher Math Liaison Administration	5C.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5C.2. FCAT Performance Matters/ SAM Online	
		5C.3. Reading "stories" in FCAT style word problems before the actual math problem	5C.3. Similarities and differences	5C.3. Classroom Teacher Math Liaison Administration	5C.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5C.3. FCAT Performance Matters/ SAM Online	
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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	5D.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	5D.1.  Classroom Teacher Math Liaison Administration	5D.1.  Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5D.1.  FCAT Performance Matters/ SAM Online		

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

<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By the 2013 FCAT assessment there will be a 2% decrease in students within the SWD sub-group not making satisfactory progress on the mathematics portion of the FCAT.</i>							
	43.48% (10/23)	41%					
		5D.2. Dissecting relevant information in word problems	5D.2. Emphasize key words Highlight or box key words Differentiate and scaffold instruction to meet the varied needs in the classroom	5D.2. Classroom Teacher Math Liaison Administration	5D.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5D.2. FCAT Performance Matters/ SAM Online	
		5D.3. Reading "stories" in FCAT style word problems before the actual math problem	5D.3. Similarities and differences	5D.3. Classroom Teacher Math Liaison Administration.	5D.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5D.3. FCAT Performance Matters/ SAM Online	

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

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

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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Visualizing abstract concepts: Large numbers Fractional pieces Geometric concepts	5E.1. Use of "e-tools" on Pearson Success Net  Use of manipulative to introduce abstract concepts  Teach students to draw using mathematical concepts	5E.1. Classroom Teacher Math Liaison Administration	5E.1. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5E.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #5E:</u>  <i>By the 2013 FCAT assessment there will be a 1% decrease in students within the ED sub-group not making satisfactory progress on the mathematics portion of the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	18.92% (35/185)	17.92%					



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

		5D.2. Dissecting relevant information in word problems	5D.2. Emphasize key words Highlight or box key words Differentiate and scaffold instruction to meet the varied needs in the classroom	5D.2. Classroom Teacher Math Liaison Administration	5D.2. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5D.2. FCAT Performance Matters/ SAM Online	
		5D.3. Reading "stories" in FCAT style word problems before the actual math problem	5D.3. Similarities and differences	5D.3. Classroom Teacher Math Liaison Administration	5D.3. Progress monitoring of students' strengths and weaknesses will be assessed using weekly classroom assessments, unit assessments, and Performance Matters benchmark assessments.	5D.3. FCAT Performance Matters/ SAM Online	

*End of Elementary School Mathematics Goals*

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

**Middle School Mathematics Goals**

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

Middle School Mathematics	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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Use of manipulatives	1A.1. Scheduled block days twice per month in order to give time for "Math Labs" using manipulatives	1A.1. Classroom teacher Guidance (scheduling)	1A.1. Teachers will analyze regular classroom assessments and Performance Matters benchmarks assessments to determine if the "Math Labs" are affecting student performance.	1A.1. FCAT Performance Matters/ SAM Online		
<b><u>Mathematics Goal #1A:</u></b> By the 2013 FCAT assessment, the students in grades 3-8 will maintain the current level of performance (FCAT Level 3) and/or increase by 1%.	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
	29.29% (205/700)	30.29%					

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

		1A.2. Gaps created by new standards	1A.2. Teachers need to evaluate data regularly to determine areas of strength and weakness as well as achievement gaps.	1A.2. Classroom teacher Assessment teacher	1A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	1A.2. FCAT Performance Matters/ SAM Online	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Mathematics Goal #1B:</b>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.2. Gaps created by new standards	2A.2. Teachers need to evaluate data regularly to determine areas of strength and weakness as well as achievement gaps.	2A.2. Classroom teacher Assessment teacher	2A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	2A.2. FCAT Performance Matters/ SAM Online		
<b>Mathematics Goal #2A:</b> <i>By the 2013 FCAT, the students in grades 3-8 will maintain the current level of performance (FCAT Level 4 or 5) and/ or increase by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (427/700)	62%					
		2A.2. Gaps in learning for students in accelerated courses (Algebra & Geometry)	2A.2. Use of FOCUS lessons to bridge learning gaps	2A.2. Classroom teacher Assessment teacher	2A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	2A.2. FCAT Performance Matters/ SAM Online	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Mathematics Goal #2B:</u> Not Applicable Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.2. Gaps created by new standards	3A.2. Teachers need to evaluate data regularly to determine areas of strength and weakness as well as achievement gaps.	3A.2. Classroom teacher Assessment teacher	3A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	3A.2. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #3A:</u> By the 2013 FCAT assessment, 85% of the students in grades 4-8 will show learning gains on the mathematics portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	83.87% (577/688)	85%					
		2A.2. Gaps in learning for students in accelerated courses (Algebra & Geometry)	2A.2. Use of FOCUS lessons to bridge learning gaps  Differentiate and scaffold instruction to meet the varied needs in the classroom	2A.2. Classroom teacher Assessment teacher	2A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	3A.2. FCAT Performance Matters/ SAM Online	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b></p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u>  Not Applicable  Challenger did not have any students assesses using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	



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

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

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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	3A.2. Gaps created by new standards	3A.2. Teachers need to evaluate data regularly to determine areas of strength and weakness as well as achievement gaps.	3A.2. Classroom teacher Assessment teacher	3A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	3A.2. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #4A:</u> By the 2013 FCAT assessment, 87% of the students in grades 4-8 will make learning gains in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	85.87% (16/92)	87%					
		2A.2. Gaps in learning for students in accelerated courses (Algebra & Geometry)	2A.2. Use of FOCUS lessons to bridge learning gaps Differentiate and scaffold instruction to meet the varied needs in the classroom	2A.2. Classroom teacher Assessment teacher	2A.2. Teachers will analyze regular classroom assessments and Performance Matters benchmark assessments to determine areas of concern or achievement gaps.	3A.2. FCAT Performance Matters/ SAM Online	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

<p><b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Mathematics Goal #4B:</u>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

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	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  10% non-proficient (FCAT Level 1 or Level 2)	Professional Development to include: Mathematics Common Core State Standards	Use of instructional materials with fidelity evident through walk-throughs	Revise sequencing and pacing according to new standards and grade levels are added	Additional research based remediation materials for use with RtI Tier II and Tier III groups	Cross grade level articulation meetings to review areas of concern  Address as needed	Cross grade level articulation meetings to review areas of concern  Address as needed
<u>Mathematics Goal #5A:</u>  By 2017, Challenger will decrease the percentage of students achieving a non-proficient level by 50% from 10% non-proficient to 5% non-proficient.							
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		

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

<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: N/A American Indian: N/A</p> <p>Direct parental involvement is a concern in all demographic categories listed. Parents are requested to participate in events such as: FCAT nights, Science Fair Nights, Grade Level Events, Open Media Center Times, etc.</p>	<p>5B.1. Track direct parental involvement; not simply volunteer hours, but specific academic activities.</p>	<p>5B.1. Administration Assessment Teacher Elementary Assistant Classroom Teachers</p>	<p>5B.1. Teachers will meet through Team Explorations and Department meetings to discuss the effectiveness of various evening events/ parental involvement activities including: FCAT Nights, Science Fair Nights, Grade Level Events, etc</p>	<p>5B.1. FCAT Performance Matters/ SAM Online</p>		
<p><u>Mathematics Goal #5B:</u>  By 2013, Challenger will decrease the percentage of students achieving a non-proficient level by 1% in each of the ethnicity subgroups.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 9.48% (53/559) Black: 21.05% (4/19) Hispanic: 9.76% (8/82) Asian: N/A American Indian: N/A</p>	<p>White: 8.48% Black: 20.05% Hispanic: 8.76% Asian: N/A American Indian: N/A</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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

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

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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. ELL instructional resources are not used with fidelity	5C.1. Department meetings to include the ESOL Lead teacher  Review the use and availability of ELL resources  Differentiate and scaffold instruction to meet the varied needs in the classroom	5C.1. Classroom teacher ESOL Lead teacher Administration	5C.1. Progress monitoring of weekly classroom assessments and Performance Matters benchmark assessments	5C.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #5C:</u>  <i>By the 2013 FCAT assessment, there will be a 2% decrease in students within the ELL sub-group not making satisfactory progress on the mathematics portion of the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (3/6)	48%					



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

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. Instruction focusing on lecturing and procedural teaching practices	5D.1. Hands-on learning activities to include:  Math Stations/ Centers Kagan Cooperative Learning Differentiated Instruction	5D.1. Classroom Teacher ESE teacher Administration	5D.1. Progress monitoring of weekly classroom assessments and Performance Matters benchmark assessments	5D.1. FCAT Performance Matters/ SAM Online		
<u>Mathematics Goal #5D:</u>  <i>By the 2013 FCAT assessment there will be a 2% decrease in students within the SWD sub-group not making satisfactory progress on the mathematics portion of the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43.18% (19/44)	41.18%					

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

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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

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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Instruction focusing on lecturing and procedural teaching practices	5E.1. Hands-on learning activities to include:  Math Stations/ Centers Kagan Cooperative Learning Differentiated Instruction	5E.1. Classroom Teacher ESE teacher Administration	5E.1. Progress monitoring of weekly classroom assessments and Performance Matters benchmark assessments	5E.1. FCAT Performance Matters/ SAM Online		
<b>Mathematics Goal #5E:</b>  <i>By the 2013 FCAT assessment there will be a 2% decrease in students within the ED sub-group not making satisfactory progress on the mathematics portion of the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13.78% (35/254)	12.78%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathemat	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		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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

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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Mathematics Goal #2:</b> <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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**

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		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1.	3.1.	3.1.	3.1.	3.1.		
<b>Mathematics Goal #3:</b> <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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		
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4.1.	4.1.	4.1.	4.1.	4.1.		

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

Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Not applicable</i>							
	N/A	N/A					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*



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

**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]).

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1. Course readiness/ necessary pre-requisite skills	1.1. Study hall Peer tutoring	1.1. Administration Classroom Teachers	1.1. Teachers will monitor student progress through various classroom assessments and Performance Matters benchmark assessments.	1.1. EOC Performance Matters/ SAM Online		
<b>Algebra 1 Goal #1:</b> By the 2013 Algebra EOC, 15% of the students assessed will score a level 3. This is a 2% decrease in efforts to increase the percentage of level 4 and 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17.39% (16/92)	15%					

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

		1.2. Parental influence on student placement when this is not the recommended course	1.2. Offer E-School or Virtual School as an option	1.2. Administration Guidance Department	1.2. Guidance and teachers will utilize Challenger's course selection process with fidelity and offer E-School or Virtual School if this is not the recommended course.	1.2. FCAT EOC Performance Matters/ SAM Online	
		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1. Course readiness/ necessary pre-requisite skills	2.1. Study hall Peer tutoring	2.1. Administration Classroom Teachers	2.1. Teachers will monitor student progress through various classroom assessments and Performance Matters benchmark assessments.	2.1. FCAT EOC Performance Matters/ SAM Online		
<b>Algebra Goal #2:</b>  By the 2013 Algebra EOC, 84% of the students assessed will score above proficient (level 4 or 5). This is an increase of 2% in efforts of reducing the percentage if students scoring level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	82.61% (76/92)	84%					
		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**

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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  100% proficient	Strategic placement of students in accelerated courses  Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.	Entry exams to ensure proper placement  Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.	Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.	Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.	Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.	Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.
<u>Algebra 1 Goal #3A:</u>  By the 2017 Algebra EOC assessment, Challenger will maintain its high standards with 100% of the students achieving proficiency (Level 3 or above).							
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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Not applicable:</i></p> <p><i>Challenger did not have enough students test to create subgroups.</i></p>							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u>  <i>Not applicable: Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u>  <i>Not applicable:</i>  <i>Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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



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

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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Not applicable:</i>  <i>Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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

**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]).

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. Course readiness/ necessary pre-requisite skills	1.1. Study hall Peer tutoring	1.1. Administration Classroom Teachers	1.1. Teachers will monitor student progress through various classroom assessments and Performance Matters benchmark assessments.	1.1. EOC Performance Matters/ SAM Online		
<b>Geometry Goal #1:</b> By the 2013 Geometry EOC, 100% of the students enrolled in the course will maintain proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>100% in the top third (reported in Statewide Comparison by Thirds)</i>	<i>Maintain 100% in the top third (reported in Statewide Comparison by Thirds)</i>					

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

		1.2. Parental influence on student placement when this is not the recommended course	1.2. Offer E-School or Virtual School as an option	1.2. Administration Guidance Department	1.2. Guidance and teachers will utilize Challenger's course selection process with fidelity and offer E-School or Virtual School if this is not the recommended course.	1.2. FCAT EOC Performance Matters/ SAM Online	
		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1. Lack of data in reportable levels of proficiency  2012 data was reported in Statewide Comparison by Thirds	2.1. Student data chats: Review of strengths and weaknesses using various classroom assessments and Performance Matters benchmark assessments.	2.1. Administration Classroom teachers	2.1. Teachers will monitor student progress through various classroom assessments and Performance Matters benchmark assessments.	2.1. EOC Performance Matters/ SAM Online		
<u>Geometry Goal #2:</u>  By the 2013 Geometry EOC assessment, 75% of the students enrolled in the course will achieve a level 4 or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A  <i>2012 Data Reported in Statewide Comparison by Thirds</i>	75%					

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

		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**

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		
<p><b>3A. In six years, school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2011-2012</b>  100% proficient</p>	<p>Strategic placement of students in accelerated courses  Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.</p>	<p>Entry exams to ensure proper placement  Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.</p>	<p>Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.</p>	<p>Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.</p>	<p>Progress monitoring through various classroom assessments and Performance Matters benchmark assessments.</p>	
<p><u>Geometry Goal #3A:</u>  By the 2017 Geometry EOC assessment, Challenger will maintain its high standards with 100% of the students achieving proficiency (Level 3 or above).</p>							
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	3B.1.	3B.1.	3B.1.	3B.1.		

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

Geometry Goal #3B:	2012 Current	2013					
<i>E box. Not applicable:</i>	Level of Performance:	Expected Level of Performance:					
* Challenger did not have enough students test to create subgroups.	*	*					
	N/A	N/A					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</b> <i>Not applicable: Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		



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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Geometry Goal #3D:</b>  <i>Not applicable:</i>  <i>Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

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

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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Not applicable:</i>  <i>Challenger did not have enough students test to create subgroups.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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						

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

<b>Community (PLC) or PD Activities</b> 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
Success Tracker	K-8	Leonette Ehlenbeck	Classroom teachers K-8	On-going	Progress monitoring of RtI Tier II & III students. Follow-up professional development available as needed.	Administration
Success Maker	K-8	Leonette Ehlenbeck	Classroom teachers K-8	On-going	Progress monitoring of RtI Tier II & III students. Follow-up professional development available as needed.	Administration
Compass Training	3-8	Compass Facilitator	Selected ESE teachers	TBD	Training will be brought back and presented to CK8 staff. Follow-up professional development available as needed.	Administration
Gizmo Training	3-8	Leonette Ehlenbeck	Classroom teachers grade 3-8	TBD	Follow-up professional development available as needed.	Administration
Reflex Math Training	3-8	Leonette Ehlenbeck	Classroom teachers grade 3-8	TBD	Follow-up professional development available as needed.	Administration
Common Core Math Assessment Development	1 <sup>st</sup> grade teachers	Kate Fischer	1 <sup>st</sup> grade classroom teachers	8/14/12	Follow-up professional development available as needed.	Administration
Performance Matters Training	K-8	Kristen Tormey	Classroom Teachers grades K-8, assessment teacher, administration	8/30/12, 8/31/12, 9/4/12, 9/5/12, 9/6/12, 9/11/12, 9/12/12	Follow-up with coordinator as needed	Administration

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

**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			
<b>Subtotal:</b>						
Technology						
Strategy	Description of Resources	Funding Source	Amount			
Success Maker	Intervention for RtI Tier II & III	Company trial	N/A			
<b>Subtotal:</b>						
Professional Development						
Strategy	Description of Resources	Funding Source	Amount			
Common Core State Standards (3-5)	Teaching Numbers and Operations Conceptually in Base Ten	Title II	\$33,000.00			
Common Core State Standards (1-2)	Mathematical Practices	Title II	\$16,500.00			
<table border="1" style="width: 100%;"> <tr> <td>Rethinking Algebra (8-12) Title II \$28,575.00</td> </tr> <tr> <td>Teaching Fractions Conceptually (3-8)</td> </tr> <tr> <td>Teaching Ratios and Proportions (6-8) Title II \$9,750</td> </tr> </table>	Rethinking Algebra (8-12) Title II \$28,575.00	Teaching Fractions Conceptually (3-8)	Teaching Ratios and Proportions (6-8) Title II \$9,750			Title II
Rethinking Algebra (8-12) Title II \$28,575.00						
Teaching Fractions Conceptually (3-8)						
Teaching Ratios and Proportions (6-8) Title II \$9,750						
<b>Subtotal: \$114,475.00</b>						

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

Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Number of students receiving Science remediation or enrichment due to Reading and Math mandates	1A.1. Sharing RtI time with other core academic classes Ex: 3 days Math RtI/ 2 days Science RtI  FOCUS Lessons	1A.1. Administration Classroom Teachers	1A.1. Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.	1A.1. FCAT Performance Matters/ SAM Online		
<u>Science Goal #1A:</u>  By the 2013 FCAT assessment, the students in grades 5 & 8 maintain and/or increase the proficiency (FCAT Level 3) by 1 percentage point.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	41.95% (185/441)	Maintain and/or increase by 1% to 42.95%					
		1A.2.  Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	1A.2.  Science and content area teachers in grades K-8 will include questions of varying levels of cognitive complexity in both instruction and assessments.	1A.2.  Administration Classroom Teachers	1A.2.  Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.	1A.2.  FCAT Performance Matters/ SAM Online	
		1A.3.  Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	1A.3.  Science and content area teachers in grades K-8 will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in both instruction and assessment.	1A.3.  Administration Classroom Teachers	1A.3.  Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.	1A.3.  FCAT Performance Matters/ SAM Online	



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

<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><b>Science Goal #1B:</b>  Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2A.1. Number of students receiving Science remediation or enrichment due to Reading and Math mandates</p>	<p>2A.1. Sharing RtI time with other core academic classes Ex: 3 days Math RtI/ 2 days Science RtI  FOCUS Lessons</p>	<p>2A.1.. Administration Classroom Teachers</p>	<p>2A.1. Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.</p>	<p>2A.1. FCAT Performance Matters/ SAM Online</p>		
<p><u>Science Goal #2A:</u> By the 2013 FCAT assessment, the students in grades 5 &amp; 8 will maintain and/ or increase high standards (Level 4 or 5) by 1 percentage point.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>43.31% (191/441)</p>	<p>Maintain and/ or increase by 1% to 44.31%</p>					

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

	1A.2.	2A.2. Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	2A.2. Science and content area teachers in grades K-8 will include questions of varying levels of cognitive complexity in both instruction and assessments.	2A.2. Administration Classroom Teachers	2A.2. Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.	2A.2. FCAT Performance Matters/ SAM Online	
		2A.3. Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	2A.3. Science and content area teachers in grades K-8 will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in both instruction and assessment.	2A.3. Administration Classroom Teachers	2A.3. Teachers will utilize item analysis of SWAGS (Science Weekly Assessment Gauge), various classroom assessments, and Performance Matters benchmark assessments to determine areas not mastered and re-teach/ remediate if necessary.	2A.3. FCAT Performance Matters/ SAM Online	

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

<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><b>Science Goal #2B:</b> Not Applicable Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student</b>						

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

	<b>Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Biology 1 Goal #1:</u> <i>Not applicable</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Not applicable</i>							
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology 1 EOC Goals*



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

Science Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Reading Strategies for Content Area Teachers	6-8/ Science & SS	Kean/ Sykes	Grades 6-8; Content Area teachers	8/14/12	Follow-up as needed with facilitator	Administration
Science Fusion Training	K-5 Teachers	District	Teachers of grades K-5	10/12/12	Follow-up as needed with facilitator	Administration

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
Science (K-5) Fusion Adoption	Curriculum Adoption for grades K-5		\$13,308.75
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion PD	Curriculum training for teachers K-5	Part of the adoption	NA
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$13,308.75</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	IA.1. Percentage of students with high scores	IA.1. Teacher use of supplemental writing materials including: Wow! I'm a Writer 6 Traits Barry Lane Razzle Dazzle Writers Workshop  Provide instruction and assessment that focus on using text evidence to explain or justify a written response/ argument.	IA.1. Classroom teacher	IA.1. Teachers will utilize District writing assessments and weekly classroom writing assessments to determine student progress and growth.	IA.1. FCAT District Rubric 6 Traits Rubric		

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

<p><b>Writing Goal #1A:</b> By the 2013 administration of the FCAT Writing assessment, 92% of the students in 4<sup>th</sup> &amp; 8<sup>th</sup> grade will achieve level 3 or above.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90.95% (392/431)</p>	<p>92%</p>					
		<p>IA.2. Lack of motivation</p>	<p>IA.2. Teacher use of supplemental writing materials including: Wow! I'm a Writer 6 Traits Barry Lane Razzle Dazzle Writers Workshop</p>	<p>IA.2. Classroom Teacher</p>	<p>IA.2. Teachers will utilize District Writing Assessments and weekly classroom writing assessments to determine student progress and growth.</p>	<p>IA.2. FCAT District Rubric 6 Traits Rubric</p>	
		<p>IA.3. Specific skill deficiencies</p>	<p>IA.3. Differentiated Instruction RtI Enrichment Groups Focus Lessons Provide students opportunities for more frequent and purposeful writing Incorporate writing across the curriculum</p>	<p>IA.3. Classroom Teacher</p>	<p>IA.3. Teachers will utilize District writing assessments and weekly classroom writing assessments to determine student progress and growth. Grade levels will develop common RtI blocks in which students will receive skill based differentiated instruction through RtI</p>	<p>IA.3. FCAT District Rubric 6 Traits Rubric</p>	
<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		

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

<p><u>Writing Goal #1B:</u> Not Applicable  Challenger did not have any students assessed using the Florida Alternative Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <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
Razzle Dazzle Writing	4 <sup>th</sup> grade	Katie Day	4 <sup>th</sup> grade team	TBD	Administration will follow-up with conversations and walk-throughs to ensure that Razzle Dazzle strategies are being utilized in the classroom.	Administration
Launching the Writing Workshop	2 <sup>nd</sup> grade	Stacey Visceglie	2 <sup>nd</sup> grade team	8/14/12	Follow-up with PD facilitator as needed	Administration
Writing Café Workshop	4 <sup>th</sup> grade	Katie Day	4 <sup>th</sup> grade team	8/17/12	Follow-up with PD facilitator as needed	Administration

**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
Razzle Dazzle Writing	FCAT Prep- Writing Resource	Title II	\$200.00
<b>Subtotal: \$200.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Razzle Dazzle Writing	Teachers will develop an understanding of using the Razzle Dazzle writing philosophy in order to increase student performance	N/A	N/A
FLDOE Writes Training	Training will connect other subject areas by reviewing extended response questions and connecting key vocabulary.	Title II	\$3,000.00
Exemplar Papers and FCAT Writing Calibration Scoring Guides (4,8,10)		Title II	\$5468
<b>Subtotal: \$3,500.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$10,468.00</b>			

*End of Writing Goals*

**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]).

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1. Loss of instructional time and prior knowledge of historical events due to mandated state and local assessments	1.1. Coordinating assessments with block scheduling and study hall	1.1. Civic teachers Guidance Administration	1.1. Lesson Plans	1.1. Civic EOC Civics Practice Assessments		
<u>Civics Goal #1:</u> Based on current classroom assessments, by the 2013-2014 administration of the Civics EOC, 40% of the students assessed will score at achievement level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	40% (94/235)					



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

		<p>1.2.</p> <p>Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (Webb's Depth of Knowledge) and Civics standards and benchmarks.</p>	<p>1.2.</p> <p>Provide training for Social Studies teachers 6-8 and Civics integrated teachers in Webb's Depth of Knowledge, Cognitive Complexity, and standards/ benchmarks.</p>	<p>1.2.</p> <p>Civics teachers Administration District Curriculum Specialist</p>	<p>1.2.</p> <p>Lesson Plans On-going assessments Professional Development</p>	<p>1.2.</p> <p>Civic EOC Civics Practice Assessments</p>	
		<p>1.3.</p> <p>Civics integrated teachers will need preparation in the new Civics Standards, Civics Course Descriptions, and Civics EOC Test Item Specifications in preparation for the accountability and requirements for middle grades promotion.</p>	<p>1.3.</p> <p>Provide data chats for grades 6-8 Social Studies teachers and Civics Integrated teachers to review statewide assessment progress monitoring results in preparation for the accountability year of the Civics EOC.</p>	<p>1.3.</p> <p>Civics teachers Administration District Curriculum Specialist</p>	<p>1.3.</p> <p>Lesson Plans On-going assessments Professional Development</p>	<p>1.3.</p> <p>Civic EOC Civics Practice Assessments</p>	

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

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		
<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b></p>	<p>2.1. Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (Webb's Depth of Knowledge) and Civics standards and benchmarks.</p>	<p>2.1. Provide training for Social Studies teachers 6-8 and Civics integrated teachers in Webb's Depth of Knowledge, Cognitive Complexity, and standards/ benchmarks.</p>	<p>2.1. Civics teachers Administration District Curriculum Specialist</p>	<p>2.1. Lesson Plans On-going assessments Professional Development</p>	<p>2.1. Civic EOC Civics Practice Assessments</p>		

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

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on current classroom assessments, by the 2013-2014 administration of the Civics EOC, 30% of the students assessed will score at achievement level 4 or above.							
	N/A	30% (71/ 235)					
		2.2. Civics integrated teachers will need preparation in the new Civics Standards, Civics Course Descriptions, and Civics EOC Test Item Specifications in preparation for the accountability and requirements for middle grades promotion.	2.2. Provide data chats for grades 6-8 Social Studies teachers and Civics Integrated teachers to review statewide assessment progress monitoring results in preparation for the accountability year of the Civics EOC.	2.2. Civics teachers Administration District Curriculum Specialist	2.2. Lesson Plans On-going assessments Professional Development	2.2. Civic EOC Civics Practice Assessments	

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

		2.3. Student require in depth, specific, interest based activities to peek interest	2.3. Participation in activities such as: History Fair Geography Bee Book Club Rho Kappa Honor Society Local Historical Fieldtrips Junior Scholastics Student Elections	2.3. Civics teachers Administration	2.3. Lesson Plans On-going assessments	2.3. Civic EOC Civics Practice Assessments	
--	--	--	---	---	--	--	--

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

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
District 2012-2013 Instructional Materials Training	K-8/ Social Studies Teachers	Holt- McDougal	Civics/ Social Studies Teachers grades K-8	Pre-school District Training Day; District In-service Training Day (10/12/12); and 2 dates TBD	Teachers attending the training will provide site based training/ support to teachers unable to attend.	District Curriculum Supervisor Administration
Civics Online Training	Civics teachers grades 6-8	University of Central Florida	Civics/ Social Studies Teachers grades 6-8	Self paced	Teachers will develop an understanding for the Civics Test Item Specifications, Civics EOC Exam, Civics Educational Standards, benchmarks, and Document Based Questions (DBQs).	District Curriculum Supervisor Administration

**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
<i>2012-2017 Instructional Materials Adoption for Civics Integrated by school</i>			\$15,386.34

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

<b>Subtotal: \$15,386.34</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District 2012-2013 Instructional Materials Training	Civics/ Social Studies Teachers grades K-8 will be provided training on the newly adopted Social Studies curriculum to include Civics.	Substitutes paid out of Title II funds	\$3,080.00
Civics Online Training	Teachers will develop an understanding for the Civics Test Item Specifications, Civics EOC Exam, Civics Educational Standards, benchmarks, and Document Based Questions (DBQs).	No cost	\$0.00
<b>Subtotal: \$3,080.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Junior Scholastic Subscription	44 magazines referencing current events	A+ Funds	\$404.00
<b>Subtotal:</b>			
<b>Total: \$18,870.34</b>			

*End of Civics Goals*

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

**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]).

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>U.S. History Goal #1:</u> Not applicable	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b> Not applicable	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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**

**U.S. History Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

**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]).

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Absence statistics based on frivolous activities/excuses	1.1. Decrease the number absences through PBS attendance incentives	1.1. PBS Committee	1.1. Monthly attendance reports through TERMS to review possible concerns	1.1. TERMS PBS		
<b>Attendance Goal #1:</b> By the end of the 2013 school year, the students at Challenger will increase their attendance rate to 98%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					

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

	180	180 or less					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	44	44 or less					
		1.2. Parental Support- continuous drop off late or pick up early	1.2. Administrative parent/ student conference to discuss tardies	1.2. Administration	1.2. Quarterly attendance reports through TERMS	1.2. TERMS PBS	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1.  Students will be re-taught the school-wide rules and expectations  ISS does not result in student improved behavior  Parent conference will be encouraged prior to escalating student behaviors  Teachers need additional skills/training in managing disruptive behaviors	1.1.  Assign mentors to habitual offenders  RtI/ B small group instruction to address behavior deficits  Make ISS more punitive; Implement Behavioral Saturday School; Develop School-wide positive behavior incentives  Administrative Parent./ Student conference to provide behavioral strategies  Teacher training that addresses disruptive behaviors	1.1.  Administration  Guidance Department  PBS Committee	1.1.  Behavior Tracking Sheets  School Based Leadership Team (SBLT) will review ODR and suspension data monthly to monitor concerns	1.1.  TERMS  Performance Matters-Student Detail  USF/ RtI-B Database		

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

<u>Suspension Goal #1:</u> By the end of the 2013 school year the suspension rate will decrease by 2% due to re-evaluation of the PBS program.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	9% (139)	7% (111)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	5% (80)	3% (48)					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	3% (49)	2% (32)					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	2% (29)	1% (16)					
		1.2. Not using PBS strategies with fidelity	1.2. Review PBS strategies  Revise PBS student incentives  Revise PBS teacher incentives	1.2. Administration  Guidance Department  PBS Committee	1.2. PBS Walk-throughs	1.2. TERMS  Performance Matters- Student Detail	
		1.3. Lack of social skills appropriate for peer interaction	1.3. Rtl/ B small group instruction to address appropriate skill deficits	1.3. Administration  Guidance Department  PBS Committee	1.3. Behavior Tracking Sheets	1.3. TERMS  Performance Matters- Student Detail	



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

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  Not applicable  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	N/A	N/A					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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**

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	I.1. Non-requirement of volunteer hours	I.1. Planned extra-curricular activities that include parental involvement such as: FCAT Nights, Science Fair Nights, Grade Level Activities, etc.	I.1. Administration Classroom Teachers	I.1. Tracking parental involvement hours  Communication/ notification of extra-curricular academic related activities	I.1. Number of volunteer hours recorded		
<u>Parent Involvement Goal #1:</u>  <i>By 2013, parental involvement at Challenger will increase by 1% to reach 25, 967volunteer hours. This is an increase of 255 hours.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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

	25,458 <i>Volunteer Hours</i>	25,713 <i>Volunteer Hours</i>					
		1.2. Transportation from entire district	1.2. Provide childcare for those in who wish to be involved.	1.2. Administration YMCA Volunteers	1.2. Parental feedback	1.2. Capacity reports Number of volunteer hours recorded	
		1.3. Work schedule	1.3. Flexible Times for events	1.3. Administration School Improvement Facilitator Classroom Teachers	1.3. Questionnaire regarding specific event Parental Feedback	1.3. Track survey forms Number of volunteer hours recorded	

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
	Parent Appreciation Night	K-8	PBS Coach/ PBS Committee	K-8	TBD	Track parental involvement Parental Feedback	PBS Coach
	Certificate of "Stock"	K-8	PBS Coach/ PBS Committee	K-8	TBD	Track parental involvement Parental Feedback	PBS Coach



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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>STEM Goal #1:</b> Throughout the 2013 school year, students in grades K-8 will participate in Skype/ interactive video chats with meteorologist Dennis Phillips (News Channel 28) in efforts to connect science, technology, and real life situations.	1.1. Technology resources/ connections	1.1. Problem solve through TIS	1.1. Classroom teachers Technology Lead Teachers TIS	1.1. Question/ Answer sessions between students and Mr. Phillips	1.1. Student survey Regular classroom assessments Common Core Standards
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or						

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

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
Skype	K-8	Dyleng Beach	Teachers grades K-8	TBD	Follow-up with PD facilitator as needed	Administration

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<u>CTE Goal #1:</u> By 2013, the 8 <sup>th</sup> grade class at Challenger will participate in the “My College Option Planning Program” designed to assist students in planning for post secondary education.	1.1. Any students enrolled in e-school/ virtual school may not have access to the survey through the social studies classroom	1.1. Present information through study hall for students with e-school/ virtual school social studies courses	1.1. Classroom teacher guidance	1.1. Connection to various colleges and universities that match their needs and interested  Measures progress towards STEM goals	1.1. Student survey
	1.2. attendance	1.2. Present information through study hall for students not in attendance on an alternate day/ make-up session	1.2. Classroom teacher guidance	1.2. Connection to various colleges and universities that match their needs and interested  Measures progress towards STEM goals	1.2. Student survey
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with</b>						
---	--	--	--	--	--	--

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

<b>Strategies through Professional Learning Community (PLC) or PD Activity</b> 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**

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1. Resistance to yet another performance indicator	1.1. Trainings to provide understanding of the Charlotte Danielson framework	1.1. Administration	1.1. Teacher surveys	1.1. Teacher Evaluations		
<b><u>Additional Goal #1:</u></b> By the end of the 2013 school year, the instructional staff at Challenger will develop awareness of the different levels of performance and how to utilize rubrics to analyze professional practice according to the Charlotte Danielson model.	<u>2012 Current Level</u> .*	<u>2013 Expected Level</u> .*					



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

	70%	100%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Charlotte Danielson- Deeper Understanding	K-8	Michael Maine	Teachers K-8	TBD	Teacher Surveys Team Explorations Department Meetings	Administration

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Charlotte Danielson- Deeper Understanding	Teachers will develop awareness of the different levels of performance and how to utilize rubrics to analyze professional practice.	Title II Funds	\$7,200.00
<b>Subtotal: \$7,200.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$7,200.00</b>			

*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.	
<b>Reading Budget</b>	<b>Total: \$195,746.00</b>
<b>CELLA Budget</b>	<b>Total: \$82,008.68</b>
<b>Mathematics Budget</b>	<b>Total: \$114,475.00</b>
<b>Science Budget</b>	<b>Total: \$13,308.75</b>
<b>Writing Budget</b>	<b>Total: \$10,468.00</b>
<b>Civics Budget</b>	<b>Total: \$18,870.34</b>
<b>U.S. History Budget</b>	<b>Total: N/A</b>
<b>Attendance Budget</b>	<b>Total: N/A</b>
<b>Suspension Budget</b>	<b>Total: N/A</b>
<b>Dropout Prevention Budget</b>	<b>Total: N/A</b>
<b>Parent Involvement Budget</b>	<b>Total: N/A</b>
<b>STEM Budget</b>	<b>Total: N/A</b>
<b>CTE Budget</b>	<b>Total: N/A</b>
<b>Additional Goals</b>	<b>Total: \$7,200.00</b>
<b>Grand Total: \$442,076.77</b>	

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

## 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		
Priority	Focus	Prevent

- 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.

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

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds to be used at the discretion of the School Advisory Committee. This year the School Advisory Council plans to assist funding to include: a lunchroom duty supplement, funds to attend the National Science Conference, school-wide PBS goals, etc. Their input and suggestions for school improvement is greatly appreciated.

Describe the projected use of SAC funds.	Amount
Lunchroom duty supplement (if necessary)	\$1000.00
Academic/ Behavioral Saturday School	\$1000.00
School-wide PBS incentives (if necessary)	\$1000.00