

# 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: Brooksville Elementary School	District Name: Hernando
Principal: Mary Vaujin LeDoux	Superintendent: Bryan Blavatt
SAC Chair: Lisa Price	Date of School Board Approval: 11/06/12

**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)
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Principal	Mary Vaujin LeDoux	Secondary Mathematics Education (grades 6-12), Middle Grades Endorsement, Education Leadership, School Principal	8	19	Previously, BES had been an "A" school from 2004-2010 and had made AYP during the 2007-2008 and 2008-2009 school years. In the 2009-2010 and 2010-2012 school years, BES dropped to a "B" in school grade status and failed to make AYP. In 2009-2010 we failed to make AYP in Reading, with our FRL subgroup not making AYP status. During the 2010-2011 school years BES improved in reading, making AYP and High Standards (80%), 70% made Learning Gains, and 65% of the Lower Quartile made gains in Reading. However in math, High Standards was 68%, 46% made Learning Gains, and 50% of the Lower Quartile made gains in math. In the 2011-2012 school years, BES led the district elementary schools in Reading for Lower Quartile % making gains at 74%, as well as leading the district elementary schools in Math for Lower Quartile % making gains at 69%. BES also led the district elementary schools for Science in % Satisfactory and higher at 55%. Areas of concern appear to be our average students not making gains at 54% and 59% for Math and Reading respectively.
Assistant Principal	Debbie Shaw	Bachelor of Science in Elementary Education; Master's Degree; Certifications: Elementary Education, Grades 1-6, Reading Endorsement Level I, Educational Leadership	0	7	This Assistant Principal is beginning her assignment to Brooksville Elementary School this year, having been transferred from Pine Grove Elementary School. PGES Performance data follows: Beginning in the 2006 school year, PGES was identified as an "A" school for 4 years. In the 2010 school year, PGES dropped to a "B" school and remained that designation the following year. For the 2010-2011 school year, PGES had 90% of the AYP criteria satisfied. For the 2011-2012 school year, 60% of students met High Standards in Reading, 56% met High Standards in Math, 72% met High Standards in Writing, and 45% met High Standards in Science.

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Writing	Sherylene Michelle Barnes	Elementary Education	6	6	Previously, BES had been an "A" school from 2004-2010 and had made AYP during the 2007-2008 and 2008-2009 school years. In the 2009-2010 and 2010-2012 school years, BES dropped to a "B" in school grade status and failed to make AYP. However, BES has continued to perform well in the area of 4th grade writing. This year our school grade status became an "A" and school-wide writing scores were high, with 83% of BES students scoring 3 and above.
Math	Debra Dewitt	Elementary Education	2	4	This was the first year for this individual serving as an instructional coach at Brooksville Elementary School, although she taught here for many years before becoming a SUMS coach at another school. Therefore, there is no prior performance data as a coach tied to this individual for our school. However, Math FCAT data for BES for 2011-2012 showed BES led the district elementary schools in Math for Lower Quartile student's% making gains at 69%. Areas of concern appear to be our average students not making gains for math at 54%.

### 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. Promote and retain a positive school culture which fosters a sense of "Family", Belonging, and Academic Success.	Principal	8/20/12
2. Promote and retain a continued culture of excellence at the school.	Principal	On-going
3. Continue the implementation of the school-wide BES strong behavior plan, supported by PBS.	Principal	On-going

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4. Promote the positive aspects of the school through the media.	Parent Educator	On-going
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***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
2%[1]	Information will be provided regarding ESOL course offerings.

***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
56	2.08%	17.86%	44.64%	37.50%	30.36%	92.86%	8.93%	3.57%	39.29%

***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
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Debra Dewitt	Aaliyah "Sarah" Adams	New teacher to profession/BES	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed <b>Overview of BES practices Monitor delivery of curriculum and Common Core. (NCLB ELEMENT 10)</b>
Debra Dewitt	Jessica Sellers	New teacher to BES/Grade Level Change (5 <sup>th</sup> to kindergarten)	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed
Sherri Hall	Brittany Stauffer	New teacher to BES/Grade Level Change (3 <sup>rd</sup> to 2 <sup>nd</sup> )	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed <b>Overview of BES practices Monitor delivery of curriculum and Common Core. (NCLB ELEMENT 10)</b>
Sherri Hall	Michelle Fetrow	Grade Level Change	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed <b>Overview of BES practices Monitor delivery of curriculum and Common Core. (NCLB ELEMENT 10)</b>
Daiquiri Benard	Autumn Pena	New teacher to BES	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed <b>Overview of BES practices Monitor delivery of curriculum and Common Core. (NCLB ELEMENT 10)</b>
Daiquiri Benard	Christine DiRobbio	New teacher to BES	Daily Walk-Throughs Co-Teach opportunities Modeling lessons Professional Development as needed <b>Overview of BES practices Monitor delivery of curriculum and Common Core. (NCLB ELEMENT 10)</b>

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

<p>Title I, Part A As a school-wide program, BES is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all students on a daily basis. Our Title I School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted student's success. Title I services at BES are regularly coordinated with other federally-funded programs. These include the use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities. Curriculum and software have been purchased through Title I funds which are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used to fund curriculum for our Extended Day programs, which run October through April, as well as funding curriculum for any Summer School programs and/or before and after school programs. BES Title I staff coordinates staff development, training, and parent involvement with the PIRC at FND and PIRC at USF. BES also coordinates with H.E.A.R.T. literacy to provide other county outreach services which provide support to the families at our school. Our school also utilized North East Florida Educational Consortium (NEFEC) to provide staff development to our teachers on the program Students Understanding Math and Science(SUMS), which utilized Title I funds. IDEA funds are used in conjunction with Title II funds to train teachers. (NCLB ELEMENTS 1,2,4,6,7,9)</p>
<p>Title I, Part C- Migrant N/A</p>
<p>Title I, Part D N/A</p>
<p>Title II The District receives supplemental funds for improving basic education programs through the purchase of staff development in areas of need, such as RTI and Lindamood Bell. In addition, Florida Reading Initiative (FRI) training, data and assessment, highly qualified teacher training, reading, learning styles, SUMS, Kagan, and FCIM are just a few of the areas that Title II funds have enhanced professional development in Hernando County. Individual schools must apply for Title II money to the district office to utilize Title II money, thereby assuring that it (the professional development) meets the needs and criteria of Title II. Only those professional development opportunities which meet Title II requirements and the school needs are approved. (NCLB ELEMENTS 1,2,3,7)</p>

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<p>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. BES defers to the district regarding support for the ELL/LEP students. The county office supplies an ESOL teacher to each school to support the students at each school in their pursuit of their appropriate education. These Lead Teachers report to the principal at each school to discuss each student and their curriculum/strategy needs. ELL meetings are held at the school level at least twice a year with the ESOL Lead Teacher, the general education teacher, and the parent to further discuss student needs.                  Title III provides an extended day/year program for ELL students and educational materials to improve their education. This service is generally provided through a summer school model. (NCLB ELEMENTS 1,2,6,7,8,9)</p>
<p>Title X- Homeless                  N/A</p>
<p>Violence Prevention Programs                  District Student Services Department staff and BES Guidance Counselors Heather Roy and Heather Dancsak, provide substance abuse prevention and intervention programs for students and families. These initiatives and activities consist of substance abuse evaluations and assessment, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Heather Roy and Heather Dancsak regularly participate in district professional development programs on violence and substance abuse preventions. 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.</p>
<p>Nutrition Programs                  The Executive Director of Nutritional Services coordinates the nutrition programs for BES and Hernando County. Through her assistance, as well as the assistance of the Cafeteria Manager and the BES Administrative Team, BES complies with the Federal Nutrition Requirements for Hernando County Schools. As part of the district's Food and Nutrition Department, BES's cafeteria staff provides balanced, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. BES cafeteria staff provides free and/or reduced priced lunches for BES students who qualify to participate in the USDA National School Lunch Program (79% at last FTE count). They also provide snacks for our students for After-school tutoring and breakfast and lunch for summer school.</p>
<p>Housing Programs                  N/A</p>
<p>Brooksville Elementary has a great relationship with the Hernando County Head Start Program. Each year, BES kindergarten teachers meet with the Head Start teachers to review Common Core Standards, as well as kindergarten expectations in an articulation meeting at BES. In addition, Head Start teachers and personnel are invited to kindergarten professional development in regards to curriculum. They are also invited to Vertical Team Planning Meetings to ensure that our Hernando County students are ready to start school.</p>
<p>Adult Education                  N/A</p>

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Career and Technical Education N/A
Job Training N/A
Other Brooksville Elementary has attempted to recruit teachers from outside the school district to spend time tutoring our students. Local churches were contacted in an attempt to create a Faith-Based Initiative for tutoring students with local retired educators. Hernando County Schools transports students to local churches for tutoring programs in reading and math several afternoons each week by the Transportation Department. The Title I Parent Educator provides backpacks of curriculum and supplies for children to utilize while they attend these tutoring sessions at the churches to provide real-time and appropriate material to meet their needs. We noted that children especially attended these local tutoring sessions during the FCAT window. In addition, our school-based Boys and Girls Club before and after care programs instituted after-school tutoring twice per week utilizing our Title I computer labs to reinforce reading and math skills.

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI team consists of the following members:

Mary LeDoux, Principal

Debbie Shaw, Assistant Principal

Heather Roy, Behavior Specialist

Heather Danscak, Guidance Counselor

Peggy Romesberg, ESE Team Leader

Darla Croft, ESE Teacher/5th grade

Carrie Denote, 4th grade Teacher

Patricia Gibson, 2nd grade Teacher

Melinda Heater, 5th grade Teacher

Kristen Latsko, Kindergarten Teacher

Debra Dewitt, Math Resource Teacher/Coach

Allison Gibson, School Psychologist/RtI District Consultant

Cynthia Spano, ESE Behavior Specialist

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 MTSS/RtI team focuses on identifying appropriate interventions/strategies to develop our staff, our students, and the school itself. The team meets the first Tuesday of each month with the grade level teams meeting weekly. The PBS team also meets once a month, the last Tuesday of the month, throughout the school year. The Leadership team uses the School Improvement Plan to focus on various needs. The teams analyze data from FCAT scores, FAIR, Performance Matters (Think Link), Success Maker, Waterford, TERMS discipline/attendance data and Progress Monitoring in order to identify and immediately assist the at-risk subgroups, economically disadvantaged students, and ESE students with researched-based and innovative techniques in order to meet their specific needs, and the general needs of ALL our students.

According to our students' needs, Professional Development and resources are provided for our instructional staff.

Problem-solving and sharing best practices enables the team to create and research techniques with the purpose of developing and employing strategies for our identified areas of concern. PBS/RtI provides significant reductions in students' negative behavior (both socially and academically) resulting in increased instructional time and academic performance, which are the goals in the SIP.

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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 Positive Behavior Support Project (PBS)/RtI Leadership Team, School Advisory Council (SAC) and administration all work on the development of the SIP. The school data, SIP goals, and the development of strategies for intervention plans are discussed. The teams provide data in the following areas: Tier I,II and III targets, academic and social/emotional and behavioral areas that need to be addressed, help set clear expectations for instruction, facilitates the development of a systemic approach to teaching.

The team explains the PBS/RtI process addressing behavioral concerns and interventions. PBS/RtI recognizes appropriate behaviors and develops techniques to decrease problem behaviors. The support system also will monitor and evaluate progress with the expectation of high behavioral/academic growth.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The team uses data provided by Mary A Thornton, our Assessment Teacher to identify, assess, and evaluate the need for any additional support. BES analyzes mid-year baseline data and end of the year data. Florida Assessments for Instruction in Reading (FAIR) will determine the success level of each student on the FCAT. We also use Success Maker, Waterford, Performance Matters, grade level subject area diagnostic tests, Positive Behavior Support System and Florida Comprehensive Assessment Test.

Every 3 weeks grade levels meet in order to analyze data collected. This data is used to determine appropriate approaches to intervention for at-risk students and well as enrichment being provided for high performing students. It also helps in providing strategies and professional development to classroom teachers with identified problems.

Office discipline data is reviewed monthly through TERMS and the RtI-B database. This data is able to give us location, time of day, problem behavior, and staff member who wrote each discipline. It also reveals weaknesses in Instructional Organization, Communication, and Curriculum and Instruction.

Describe the plan to train staff on MTSS.

The Administrative Leadership Team attended Common Core, Response to Intervention (RTI), and Florida Continuous Improvement Model (FCIM) professional development district trainings. During pre-school, instructional staff were presented with an intense overview of RtI/PBS by School Psychologist, Allison Gibson, as well as a PBS training/retraining session. A new teacher training will also be provided within the first 2 weeks of school to provide overview of the process as well as copies of a "model" RtI folder. The RtI/PBS team will also evaluate additional professional development needs during the monthly PBS team meetings. Throughout the year, professional development will take place during Wacky Wednesdays, trainings through ERO, mentoring, and school-based trainings.

Describe the plan to support MTSS.

Individual grade levels will have separate trainings with the SBLT, one each morning, by the 3<sup>rd</sup> week of school to review individual concerns and questions regarding RtI folders. Individual Problem Solving (IPS) meetings will be held weekly each Thursday, to review and discuss individual student case files. Tier 2 services for Reading and Math are provided by paraprofessionals as well as Highly Qualified Instructional Staff. Tier 3 services for Reading and Math are provided by ALL available Highly Qualified Instructional Staff. The SBLT and Guidance Counselors are available on a daily basis to support the BES teaching staff with questions and concerns regarding RtI.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Mary LeDoux, Principal  
Debbie Shaw, Assistant Principal  
Laurie Martin, Kindergarten  
Elaine Bammert, First Grade  
Patricia Gibson, Second Grade  
Sara Steele, Second Grade  
Terri Adams, Third Grade  
Sherri Hall, Third Grade  
Joli Deleveaux, Fourth Grade  
Nora Helman, Fourth Grade  
Malinda Gorham, Fifth Grade  
Robin Bishop, Fifth Grade  
Nancy Lovelock, Media Specialist  
Brad Huber, Physical Education  
Terry "JoJo" McLain, Physical Education  
Mary A. Thornton, Assessment Teacher

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

The BES Reading Leadership Team (LLT) meets monthly to review data and determine literacy goals and provide focus and direction to the school in regard to reading. For the 2011-2012 school year, the Hernando County School District chose to re-assign reading coaches only to those schools which did not make gains in reading. Since BES was considered "High Performing" in the area of reading, the school was not provided the assistance of a reading coach consistently, unless requested for PD. Therefore, the BES Literacy Leadership Team is overseen by core teachers whose strength is in the area of reading. The LLT will make recommendations for professional development, as well as PLC topics, as they relate to reading and reading strategies. The LLT will make recommendations to the school administration regarding student motivational activities and rewards as they relate to reading, as well as being responsible for the organization and implementation of all such approved reading activities. The LLT reviews the latest data and research strategies, reviews published articles, and perform book studies on current books as they relate to reading to determine implementation at the school level to positively affect reading and reading comprehension at BES. The principal and core reading teachers facilitate the Reading Leadership Team meetings.

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

The major initiatives at Brooksville Elementary School this year will be the continued infusion of new reading strategies within all classrooms from the Florida Reading Initiative through NEFEC. One teacher leader from each grade level, as well as administration and the District Reading Coach, attended a "Train the Trainer" session provided by NEFEC on Florida Reading Initiative strategies. Another new strategy will be modeled and taught this year to teachers on BES campus during each Wacky Wednesday Professional Development cycle (every 3 weeks), specifically Reciprocal Teaching to support Text Complexity and Common Core. Implementation and utilization of these strategies will be noted by administration during reading walk-throughs and fidelity checks. The SBLT/CCST Team will utilize a school-created data collection tool to identify Common Core behaviors specific to Reading that are evident in each classroom. CCST Practices not in evidence will drive the BES Wacky Wednesday Professional Development.

The strategies of Reciprocal Teaching and Text Complexity are applicable to all academic subject areas and is designed to boost comprehension skills. Additionally, BES will continue to participate in the Scholastic Read for the World Record program to encourage summertime reading and reading activities. This program was a huge success for BES last year and helped students continue reading throughout the summer. BES students logged more than 3 million minutes of reading, and consequently, won the challenge and will be listed in the Scholastic Book of World Records. This contest/program was suggested by the Reading Leadership Team last year and was fully supported by the School Advisory Council.

### ***Public School Choice***

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

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

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

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

Brooksville Elementary has yearly articulation meetings with the local Head Start program and area VPK programs in an attempt to communicate academic and Common Core Standard expectations. In addition, BES kindergarten teachers are summer VPK teachers in Hernando County. BES summer VPK teachers are trained by the district in kindergarten FAIR expectations to ease the transition. BES holds a yearly Kindergarten Round-up in the spring and students are assessed on early reading skills and school readiness expectations. In addition, BES has purchased, through the auspices of a local community donation, a computer program which assists students in developing kindergarten readiness skills as they relate to reading. This Pearson product, known as the Waterford Early Learning Program, affects the 6 areas of effective reading ability -- phonics, fluency, vocabulary, comprehension, oral language, and phonemic awareness. Through this interactive software, students without kindergarten readiness skills already in place to start school are able to learn those skills at a very quick rate and are able to catch up to their better prepared peers during their kindergarten school year. In this way, it is hoped that our BES students will be able to shorten the gap between themselves and their more affluent peers in regards to readiness to start school. It is hoped that through effective communication with area Pre-K providers and the Office of Early Learning that this software may be made available to all Hernando County pre-k students to effectively establish the foundation for early literacy.

Kindergarten FAIR data was tracked initially for 2 years to determine the success rate of this software with our students as compared to the previous year's FAIR and DIBELS data, and data will continue to be tracked this year through the FAIR testing. Our FAIR data did show that the students who utilized this software were successful in their early literacy skills by the end of the year. Several of our kindergarten classrooms had 100% of the students at the "Green" or fluent level of success by Assessment 3. Other kindergarten readiness screenings will be administered as needed during the first 2 weeks of school, including, but not limited to, FLKRS, DIAL3, and kindergarten roundup mini-assessments which are teacher-made and school-based.

Another learning opportunity again taking place this year on the BES campus involves a cooperative agreement with the Bright Beginnings Early Learning Pre-school and Day Care program. This is a full-time inclusionary program whereby our Pre-Kindergarten Disabilities program and the Bright Beginnings VPK program share the same classroom space and co-teach daily. Our ESE pre-k students experience daily interaction both socially and academically with non-disabled peers, and the Boys and Girls Club VPK program benefits from Hernando County instructors and curriculum. We feel this program benefits all stakeholders as well as provides the pre-k students appropriate access to Hernando County curriculum beginning at age 1 through age 4. These students also benefit in being housed on the BES campus as they daily utilize the Waterford program in the computer lab to boost early reading skills. BES has also provided space on its campus to house a 1-3 year old daycare, staffed by the Boys and Girls Club Daycare program. This allows BES kindergarten teachers to communicate with Boys and Girls Club staff daily regarding pre-kindergarten readiness skills and assist in easing the transition to school.

### ***\*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?

### ***\*High Schools Only***

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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?

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?

### *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](#).



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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1.                  Students lacking literacy autonomy and critical thinking skills</p>	<p>1A.1.                  (1) Develop and ask text dependent questions, and have students support their answers based upon evidence from the text.                   (2) Integrate opportunities within the 120 minute LA block for student to apply the use of reading, writing, listening</p>	<p>1A.1.                  Principal                  Assistant Principal                  Reading Coach                  School-Based Leadership Team (SBLT)                  Classroom Teacher</p>	<p>1A.1.                  Classroom Assessment and Observation                  Classroom Walk-Throughs</p>	<p>1A.1.                  District Assessments                  FAIR                  Waterford Reports                  Successmaker Reports                  Teacher Created Assessments                  FCAT 2.0                  School-based Common Core Practices Walk-Through Document</p>		
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		<p>and speaking skills they are learning in order to further strengthen their overall literacy development.</p> <p>(3) Augment the CCRP in grades K-2 by reading complex text aloud to students and asking.</p> <p>(4) Incorporate Collaborative Structures during guided</p>					
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<b>Reading Goal #1A:</b> By 2013, BES will maintain and/or increase students scoring at Achievement Level 3 in reading on FCAT 2.0 by 2 percentage pts.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	32% (102)	34% (115)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<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.	1B.1.	
<b>Reading Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1.                  Students lacking literacy autonomy and critical thinking skills</p>	<p>2A.1.                  (1) Develop and ask text dependent questions, and have students support their answers based upon evidence from the text.                   (2) Integrate opportunities within the 120 minute Language Arts block for student to apply the use of reading, writing,</p>	<p>2A.1.                  Principal                  Assistant Principal                  Reading Coach                  School-Based Leadership Team (SBLT)                  Classroom Teachers</p>	<p>2A.1.                  Classroom Assessment and Observation                  Classroom Walk-Throughs</p>	<p>2A.1.                  District Assessments                  FAIR                  Waterford                  Successmaker                  Teacher Created Assessments                  FCAT                  School-based Common Core Practices Walk-Through Document</p>		
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		<p>listening and speaking skills they are learning in order to further strengthen their overall literacy development.</p> <p>(3) Augment the CCRP in grades K-2 by reading complex text aloud to students and asking complex questions.</p> <p>(4) Incorporate Collaborative</p>					
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		Struc tures during guided practice.					
<b>Reading Goal #2A:</b> By 2013, BES will maintain and/or increase students scoring at or above Achievement Level 4 in reading on FCAT 2.0 by 1 percentage pt.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29% (92)	30% (102)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<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.		

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3A.1.          Formative assessment data not utilized with complete fidelity in guiding instruction.</p>	<p>3A.1.          1. Identify teachers who are successfully differentiating instruction during the 120 minute Language Arts block and allo</p>	<p>3A.1.          Principal          Assistant Principal          School-Based Leadership Team (SBLT)          Reading Coach          Classroom Teachers</p>	<p>3A.1.          Classroom Assessment and Observation          Classroom Walk-Throughs</p>	<p>3A.1.          District Assessments          FAIR          Waterford Reports          Successmaker Reports          Teacher Created Assessments          FCAT 2.0          School-based Common Core Practices Walk-Through Document</p>		
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		<p>w o t h e r t e a c h e r s t o o b s e r v e a n d d i s c u s s t h e i r o b s e r v a t i o n s.</p> <p>2. Ens u r e a p p r o p r i a t e s t r a t e g i e s f o r e n r i c h m e n t o f p r o f i c i e n t s t u d e n t s</p>					
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<b>Reading Goal #3A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, BES will increase students achieving learning gains on FCAT 2.0 by 1 percentage pt.</i>							
	56% (110)	57% (126)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Lack of foundational skills that support literacy independence.	4A.1. Provide scaffolding and support across content areas necessary for students to generalize the use of strategies that good readers use to comprehend text.	4A.1. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teachers	4A.1. Classroom Assessment and Observation Classroom Walk-Throughs.	4A.1. District Assessments FAIR Waterford Reports Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document		
<u>Reading Goal #4A:</u> <i>By 2013, BES will increase students in the lowest 25% achieving learning gains on FCAT 2.0 by 1 percentage pt.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70% (35)	71% (36)					

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		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<b>Reading Goal #4B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>65%</u>	68%	71%	74%	77%	80%	83%
<u>Reading Goal #5A:</u>  <i>By 2013 BES will increase the percent proficient in reading from 68% to 71%.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5B.1. Students not actively engaged in lessons</p>	<p>5B.1.</p> <ol style="list-style-type: none"> <li>1. Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interests.</li> <li>2. Provide hands-on activities that include the use of appropriate content materials and technologies.</li> <li>3. Incorporate collaborative structures, including Kagan, during guided practice.</li> <li>4. Development and implementation of lessons focused on rigor and appropriate depths of knowledge.</li> </ol>	<p>5B.1.</p> <p>Principal Assistant Principal Reading Coach School-Based Leadership Team (SBLT) Classroom Teachers</p>	<p>5B.1.</p> <p>Classroom Assessment and Observation Classroom Walk-Throughs.</p>	<p>5B.1.</p> <p>District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document</p>		
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By 2013, BES will increase subgroups by ethnicity making satisfactory progress in reading by 1 percentage pt.</i>							
	White: 73% Black: 49% Hispanic: 56% Asian: American Indian:	White:75% Black: 53% Hispanic: 60% Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading complex texts, understanding test item format and oral language skills.</p>	<p>5C.1. Embed ESOL strategies into lesson plans and utilize instructional materials that address the needs of ELL learners with fidelity</p>	<p>5C.1. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teachers</p>	<p>5C.1. Classroom Assessment and Observation Classroom Walk-Throughs.</p>	<p>5C.1. District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document</p>		

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<p><b>Reading Goal #5C:</b>  <i>By 2013, BES will increase the number of ELL students making satisfactory progress in reading by 1 percentage pt.</i></p>	<p><b>2012 Current Level of Performance:*</b></p>	<p><b>2013 Expected Level of Performance:*</b></p>					
	<p>48%</p>	<p>53%</p>					
		<p>5C.2. Lack of internet access in the home.</p>	<p>5C.2. Access to available technology after school hours through the Title I Family Center and Title I Parent Nights.</p>	<p>5C.2. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teachers</p>	<p>5C.2. Classroom Assessment and Observation Classroom Walk-Throughs.</p>	<p>5C.2. District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</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 subgroup:</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>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Lack of foundational skills that support literacy independence.</p>	<p>5D.1. Use Researched-based strategies to increase comprehension such as reciprocal teaching, QAR, CRISS, and Lindamood-Bell.</p>	<p>5D.1. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teacher</p>	<p>5D.1. Classroom Assessment and Observation Classroom Walk-Throughs.</p>	<p>5D.1. District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document</p>		
<p><b>Reading Goal #5D:</b>  <i>By 2013, BES will increase the number of SWD's making satisfactory progress in mathematics by 1 percentage pt.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>28%</p>	<p>34%</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</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>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. Lack of foundational skills that support literacy independence.</p>	<p>5E.1. 1. Design tasks and assessments that meet each benchmark's Cognitive Complexity rating (low, moderate, or high).</p>	<p>5E.1. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teachers</p>	<p>5E.1. Classroom Assessment and Observation Classroom Walk-Throughs.</p>	<p>5E.1. District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document.</p>		
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		<p>2. Make adjustments in instruction (pace, modality, questioning, and collaborative structures) for all students in the classroom based on</p>					
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		student engagement throughout a lesson					
<u>Reading Goal #5E:</u> <i>By 2013, BES will increase the number of ED students making satisfactory progress in reading by 1 percentage pt.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63%	67%					



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		5E.2. Lack of internet access in the home.	5E.2. 1. Access to available technology after school hours through the Title I Family Center and Title I Parent Nights.	5E.2. Principal Assistant Principal School-Based Leadership Team (SBLT) Reading Coach Classroom Teachers	5E.2. Classroom Assessment and Observation Classroom Walk-Throughs.	5E.2. District Assessments FAIR Successmaker Reports Teacher Created Assessments FCAT 2.0 School-based Common Core Practices Walk-Through Document.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through 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
	Text Complexity	K-5	Mary LeDoux, Principal Nancy Snyder, District Reading Coach	All K-5 grade level teachers, ESE, and Specials	Sept 9, 19, 26, 2012 Dec 5, 12, 19, 2012	Administrative Walk-Throughs and SBLT Walk-Throughs,	Nancy Snyder, District Reading Coach
Reciprocal Teaching	K-5	Mary LeDoux, Principal Nancy Snyder, District Reading Coach	All K-5 grade level teachers, ESE, and Specials	Oct 24, 31, 2012 Nov 7, 2012	Administrative Walk-Throughs and SBLT Walk-Throughs,	Nancy Snyder, District Reading Coach	

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 Rule 6A-1.099811  
 Revised April 29, 2011

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Title I Purchase-Upgrade Technology</b>	<b>SuccessMaker Upgrade 5.1</b>	<b>Title I</b>	<b>\$34,820.30</b>
<b>Replace existing curriculum pieces</b>	<b>Treasures consumables</b>	<b>District Funding</b>	<b>\$424.37</b>
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Title I Purchase-Upgrade Technology</b>	<b>Waterford - School Wide</b>	<b>Title I</b>	<b>\$35,960.34</b>
<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>\$70,780.64 Total:</b>			

*End of Reading Goals*

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

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

<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 to support accurate measures in gains.	1.1. Additional one on one reading opportunities and practice including multiple listening and speaking opportunities will be provided during English/Language Arts and/or supplemental extended day/year programs	1.1. Teachers/Staff	1.1. Administrative Walk-Throughs and SBLT Walk-Throughs	1.1. District Assessments, FAIR, SuccessMaker Reports, Teacher Created Assessments, FCAT 2.0	

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<p><u>CELLA Goal #1:</u> 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 61% in the 2011-12 school year to 77%</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	61% [17]					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p><b>2. Students scoring proficient in reading.</b></p>	<p>2.1. Limited clustering of ELLs in core academic mainstream classes or sheltered inclusion English/Language Arts classes are diminishing the ability of the ESOL Paraprofessional to provide adequate services and concentrated assistance to ELLs.</p>	<p>2.1. Cluster ELLs in core academic mainstream classes and sheltered inclusion English/ Language Arts classes to increase support for ELLs provided by the content area teacher/ ESOL teacher and ESOL Paraprofessional.</p>	<p>2.1. Principal</p>	<p>2.1. Administrative Walk-Throughs and SBLT Walk-Throughs</p>	<p>2.1. District Assessments, FAIR, SuccessMaker Reports, Teacher Created Assessments, FCAT 2.0</p>	
<p><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 52% in the 2011-12 school year to 63%</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>52% [17]</p>					

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		2.2. ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading comprehension cognitive complexity, understanding of test item format, and English language proficiency	2.2. ESOL teachers, Developmental Language Arts Through ESOL teachers, and ESOL paraprofessionals will provide support to ELLs on particular areas of deficiencies in Reading.	2.2. ESOL Paraprofessional	2.2. Administrative Walk-Throughs and SBLT Walk-Throughs	2.2. District Assessments, FAIR, SuccessMaker Reports, Teacher Created Assessments, FCAT 2.0
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	2.1. 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.	2.1. ESOL Lead Teach and Principal	2.1. Administrative Walk-Throughs and SBLT Walk-Throughs	2.1. District Assessments, FAIR, SuccessMaker Reports, Teacher Created Assessments, FCAT 2.0	
<p><u>CELLA Goal #3:</u></p> <p>By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 40% in the 2011-12 school year to 65%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	40% [17]					



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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
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-	District Title III, Part A Grant	<b>\$11,950.00</b>
<b>\$11,950.00Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone PD	Rosetta Stone onsite training for ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites-	District Title III, Part A Grant funds	<b>\$2,100.00</b>
Best Practices PD	Training in best practices for ESOL teachers and ESOL Paraprofessionals-	District Title III, Part A Grant funds-	<b>\$2,700.00</b>
<b>\$4,800.00Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>\$16,750.00 Total:</b>			

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*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1A.1. Instruction focuses on lecture and procedural teaching practices</p>	<p>1A.1. 1)Adopt pedagogical practices that include the use of inquiry-based/ problem based and cooperative structures which put students in charge of their learning                  2)Require students to communicate about their thinking and learning in writing and orally using journals and presentations                  .                  3)Use open ended and higher order questioning to help student develop critical thinking.</p>	<p>1A.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team</p>	<p>1A.1. SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed related practices, including inquiry-based problem solving, journal writing that includes reflection and supporting evidence, and high order questioning.</p>	<p>1A.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments.</p>		
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<p><u>Mathematics Goal #1A:</u>  <i>By 2013, BES will increase students scoring at Achievement Level 3 on FCAT 2.0 by 2 percentage pts..</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	31%[98]	33%[ 112]					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	



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**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.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. Instruction focuses on lecture and procedural teaching practices</p>	<p>2A.1. 1)Adopt pedagogical practices that include the use of inquiry-based/ problem based and cooperative structures which put students in charge of their learning                  2)Require students to communicate about their thinking and learning in writing and orally using journals and presentations                  3)Use open ended and higher order questioning to help student develop critical thinking.</p>	<p>2A.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; SBLT</p>	<p>2A.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed related practices, including inquiry-based problem solving, journal writing that includes reflection and supporting evidence, and high order questioning</p>	<p>2A.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments.</p>		
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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, BES will increase students scoring at Achievement Levels 3, 4, and 5 on FCAT 2.0 by 1 percentage pt.</i>							
	23%[72]	24%[82]					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Instruction focuses on lecture and procedural teaching practices</p>	<p>3A.1. 1)Adopt pedagogical practices that include the use of inquiry-based/ problem based and cooperative structures which put students in charge of their learning                  2)Require students to communicate about their thinking and learning in writing and orally using journals and presentations                  3)Use open ended and higher order questioning to help student develop critical thinking.</p>	<p>3A.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team</p>	<p>3A.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed related practices, including inquiry-based problem solving, journal writing that includes reflection and supporting evidence, and high order questioning.</p>	<p>3A.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments</p>		
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<p><u>Mathematics Goal #3A:</u>  <i>By 2013, BES will increase students achieving learning gains on FCAT 2.0 by 1 percentage pt.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	63%[123]	64%[141]					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<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>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4A. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1.          Instruction focuses on lecture and procedural teaching practices</p>	<p>4A.1.          1)Adopt pedagogical practices that include the use of inquiry-based/ problem based and cooperative structures which put students in charge of their learning          2)Require students to communicate about their thinking and learning in writing and orally using journals and presentations          3)Use open ended and higher order questioning to help student develop critical thinking.</p>	<p>4A.1.          Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team</p>	<p>4A.1.          The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed related practices, including inquiry-based problem solving, journal writing that includes reflection and supporting evidence, and high order questioning.</p>	<p>4A.1.          School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments</p>		
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<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By 2013, BES will increase students in the lowest 25% achieving learning gains on FCAT 2.0 by 1 percentage pt.</i>							
	66%[33]	67%[34]					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>48%</u>	52%	57%	61%	65%	70%	74%
<u>Mathematics Goal #5A:</u>  By 2013, BES will reduce the percent proficient in mathematics from 54% to 57 percentage pts.							
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		

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<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: An inability to translate word problems into mathematical equations and to distinguish between relevant and irrelevant information.  Hispanic: Asian: American Indian:</p>	<p>5B.1. 1) Use real-world problem situations with manipulatives when appropriate 2) Use graphic organizers and bar diagrams to illustrate information</p>	<p>5B.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team</p>	<p>5B.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed practices including use of graphic organizers, diagrams, and manipulatives.</p>	<p>5B.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments</p>		
<p><u>Mathematics Goal #5B:</u>  By 2013, BES will increase ethnic students making satisfactory progress in mathematics by 1 percentage pt.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 56% Black: 32% Hispanic: 47% Asian: American Indian:</p>	<p>White: 60% Black: 38% Hispanic: 52% Asian: American Indian:</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>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. An inability to translate word problems into mathematical equations and to distinguish between relevant and irrelevant information.	5C.1. 1) Use manipulative s 2) Use real-world problem situations 3) Use graphic organizers and bar diagrams to illustrate information	5C.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team	5C.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed practices including use of graphic organizers, diagrams, and manipulatives.	5C.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments		
<u>Mathematics Goal #5C:</u>  By 2013, BES will increase ELL's making satisfactory progress in mathematics by 1 percentage pt.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%	47%					

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		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. An inability to translate word problems into mathematical equations and to distinguish between relevant and irrelevant information.	5D.1. 1) Use manipulatives 2) Use real-world problem situations 3) Use graphic organizers and bar diagrams to illustrate information	5D.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team	5D.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed practices including use of graphic organizers, diagrams, and manipulatives.	5D.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments		
<u>Mathematics Goal #5D:</u> By 2013, BES will increase Students with Disabilities making satisfactory progress in mathematics by 1 percentage pt.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	33%	39%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. An inability to translate word problems into mathematical equations and to distinguish between relevant and irrelevant information.	5E.1. 1) Use manipulatives 2) Use real-world problem situations 3) Use graphic organizers and bar diagrams to illustrate information	5E.1. Mary LeDoux, Principal; Debbie Shaw, Assistant Principal; Debra DeWitt, Math Resource; Common Core School-Based Leadership Team	5E.1. The SBLT will assist BES Administrators in subject area walk-throughs and data collection of observed practices including use of graphic organizers, diagrams, and manipulatives. Teacher success will be rewarded with positive notes and showcased at school faculty meetings.	5E.1. School-based Common Core Practices walk-through document, FCAT 2.0, district assessments, SuccessMaker Reports, subject area assessments		
<u>Mathematics Goal #5E:</u>  By 2013, BES will increase Economically Disadvantaged students making satisfactory progress in mathematics by 1 percentage pt.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47%	52%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
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*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics	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.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<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.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<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.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		



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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<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.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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*

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**Florida Alternate Assessment High School Mathematics Goals**

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

High School	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.		
	<b>Mathematics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p><b>4. Florida Alternate Assessment:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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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>						
<u>Algebra 1 Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		

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<p><b>Algebra 1 Goal #3B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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*

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

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

<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.	1.1.	1.1.	1.1.	1.1.		
<b>Geometry Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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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		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> 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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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**

<b>Professional Development (PD) aligned with Strategies through Professional</b>							
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<b>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
Inquiry-Based Instruction Review -- Fraction Strand	K-5	Mary LeDoux, Principal Debra Dewitt, Math Resource Teacher	All K-5 grade level teachers, ESE, and Specials	Sept 9, 19, 26,2012 Dec 5, 12, 19,2012	Administrative Walk-Throughs and SBLT Walk-Throughs, Math Resource Teacher Walk-Throughs	Mary LeDoux, Principal Debra Dewitt, Math Resource Teacher

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**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Mathematics Resource Teacher/Coach</b>	<b>Salary</b>	<b>Title I</b>	<b>\$70,835.00</b>
<b>Replace existing curriculum</b>	<b>Envision consumables</b>	<b>District Funding</b>	<b>\$1353.79</b>
<b>\$72,188.79Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Title I Purchase-Upgrade Technology</b>	<b>SuccessMaker Upgrade 5.1</b>	<b>Title I</b>	<b>\$34,820.30</b>
<b>\$1353.79Subtotal:</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>\$73,542.58 Total:</b>			

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in science.</b></p>	<p>1A.1.                  Lack of money for non-title I parents for tutoring.                   Lack of internet in the home.</p>	<p>1A.1.                  Offering students and family members' access to the science books both online and with students taking their text books home weekly. Online families can use leveled readers, student books, and science related videos.                   Offer extended times after school hours at the Title I Family Resource Center for parents to have access to the internet and materials for increase student achievement.                  Allowing students to use computers prior to the school day in classrooms.</p>	<p>1A.1.                  Administration                  Assessment Teacher                  SBLT                  Science Resource teacher                  CCST</p>	<p>1A.1.                  SAM (Student Assessment Measure)                   Track data on the amount of parents who use the extended hours to go online and work with the students' science materials. We will gather this data through sign in/out sheets.</p>	<p>1A.1.                  Teacher Created Assessment                  FCAT 2.0</p>		
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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013 Brooksville Elementary will increase 2013 Science FCAT 2.0 level 3 and above by 2 percentage pts.							
	65% [33]	67% [76]					
		1A.2. Too little instructional time dedicated to teaching Science skills.	1A.2. Students will work in cooperative learning groups to model, share and peer review science samples. Students will use schema charts and graphic organizers. We will be using science leveled readers within the reading block (cross curriculum) to enhance and promote our students understandings of each science concept. This will also allow for steady review as we complete benchmarks throughout the year	1A.2. Administration Assessment Teacher SBLT Science Resource Teacher CCST	1A.2. SAM (Student Assessment Measure)  Lesson assessments will be administered and data recorded for each fifth grade student.	1A.2. Teacher Created Assessment FCAT 2.0	
		1A.3. Lack of oral language skills in the home.	1A.3. Teachers will model, practice and provide meaningful lessons using Six Traits of writing to increase student achievement. Physical Education teachers will introduce science vocabulary. Students will gain access to the internet portion of the science curriculum allowing them to view videos, leveled	1A.3. Administration Assessment Teacher SBLT Science Resource Teacher CCST	1A.3. SAM (Student Assessment Measure)  Lesson assessments will be administered and data recorded for each fifth grade student.	1A.3. Teacher Created Assessment FCAT 2.0	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Science Goal #1B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2A.1. Lack of money for non-title I parents for tutoring.</p> <p>Lack of internet in the home.</p>	<p>2A.1. Offering students and family members access to the science books both online and with students taking their text books home weekly. Online families can use leveled readers, student books, and science related videos.</p> <p>Offer extended times after school hours at the Title I Family Resource Center for parents to have access to the internet and materials for increase student achievement. Allowing students to use computers prior to the school day in classrooms.</p>	<p>2A.1. Administration Assessment Teacher SBLT Science Resource Teacher CCST</p>	<p>2A.1. SAM (Student Assessment Measure)</p> <p>Track data on the amount of parents who use the extended hours to go online and work with the students science materials. We will gather this data through sign in/out sheets.</p>	<p>2A.1. Teacher Created Assessment FCAT 2.0</p>		

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<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By 2013 Brooksville Elementary will increase 2013 Science FCAT 2.0 level 4 and 5 by 2 percentage pts.							
	35% [18]	37% [42]					
		2A.2. Too little time instructional time dedicated to teaching Science skills	2A.2. Students will work in cooperative learning groups to model, share and peer review science samples. Students will use schema charts and graphic organizers. We will be using science leveled readers within the reading block (cross curriculum) to enhance and promote our students understandings of each science concept. This will also allow for steady review as we complete benchmarks throughout the year	2A.2. Administration Assessment Teacher SBLT Science Resource Teacher CCST	2A.2. SAM (Student Assessment Measure)  Lesson assessments will be administered and data recorded for each fifth grade student	2A.2. Teacher Created Assessment FCAT 2.0	
		2A.3. Lack of oral language skills in the home.	2A.3. Teachers will model, practice and provide meaningful lessons using Six Traits of writing to increase student achievement. Physical Education teachers will introduce science vocabulary. Students will gain access to the internet portion of the science curriculum allowing them to view videos, leveled readers, student book, and videos on investigations. Students will also complete science experiments and science fair projects to enhance comprehension as to how science works and grows.	2A.3. Administration Assessment Teacher SBLT Science Resource Teacher CCST	2A.3. SAM (Student Assessment Measure)  Lesson assessments will be administered and data recorded for each fifth grade student.	2A.3. Teacher Created Assessment FCAT 2.0	

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<b>2B. Florida Alternate Assessment:</b> <b>Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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*

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**Florida Alternate Assessment High School Science Goals**

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

<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.		
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment:</b> <b>Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Science Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*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 Achievem</b>						

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	<b>ent</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.		
<b>Biology 1 Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology 1 EOC Goals*

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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
Inquiry-Based Instruction Review --	K-5	Administration, Science Resource teacher	All K-5 grade level teachers, ESE, and Specials	Sept 9, 19, 26,2012 Dec 5, 12, 19,2012	Administrative Walk-Throughs and SBLT Walk-Throughs, CCST Science Team Member Walk-Throughs	Mary LeDoux, Principal Debbie Shaw, A.P. Melinda Heater, Science Resource Teacher

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
<b>New Adoption</b>	<b>Science Fusion</b>	<b>District Funding</b>	<b>\$60,446.55</b>
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<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>\$60,446.55 Total:</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>	1A.1. Lack of oral language skills	1A.1. Teachers will model, practice and provide meaningful lessons using Six Traits of writing to increase student achievement.	1A.1. Classroom teacher, Administration, Assessment Teacher, SBLT, and Writing Coach.	1A.1. Teacher feedback and student data chats.	1A.1. . Weekly writing assignments, District Wide Writing Assignments and Florida Writes.		
<b>Writing Goal #1A:</b> BES will increase the total number of students scoring a level 3.5 in Writing by 2 percentage pts.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	83% [90]	85% (90)					

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		IA.2. Limited experiences and background knowledge.	IA.2. Students will work in cooperative learning groups to model, share and peer review writing samples. Students will use schema charts and graphic organizers.	IA.2. Students will work in cooperative learning groups to model, share and peer review writing samples. Students will use schema charts and graphic organizers.	IA.2. Teacher feedback and student data chats.	IA.2. Weekly writing assignments, District Wide Writing Assignments and Florida Writes.	
		IA.3. Limited vocabulary	IA.3. Teachers will use word walls, vocabulary journal writing, read alouds, journal across content areas and Physical Education teachers will introduce science vocabulary.	IA.3. Classroom teacher, Administration, Assessment Teacher, SBLT, and Writing Coach.	IA.3. 1 Teacher feedback and student data chats.	IA.3. Weekly writing assignments, District Wide Writing Assignments and Florida Writes.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Writing Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Writing 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
Co-Teaching	4 <sup>th</sup> Grade	Michelle Barnes	Writing, 4 <sup>th</sup> Grade, Six Traits	Weekly	Teacher feedback and data chats	Principal
Modeling	4 <sup>th</sup> Grade	Michelle Barnes	Writing, 4 <sup>th</sup> Grade, Six Traits	Weekly	Teacher feedback and data chats	Principal
Weekly Professional Development for New Teachers	4 <sup>th</sup> Grade	Michelle Barnes	Writing, 4 <sup>th</sup> Grade	Weekly	Teacher feedback and data chats	Principal
Modeling	4 <sup>th</sup> Grade	Wendy McCane	Writing, 4 <sup>th</sup> Grade, Barry Lane	Monthly	Teacher feedback and data chats	Principal

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Writing/Reading Resource Teacher</b>	<b>Salary</b>	<b>Title I</b>	<b>\$62,000</b>
<b>Subtotal:</b>			

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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>\$62,000 Total:</b>			

*End of Writing Goals*

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**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.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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**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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount



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<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 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.		
<b>U.S. History Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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**U.S. History Professional Development**

<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>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

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

<p>Include only school-based funded activities/materials and exclude district funded activities /materials.</p>			
<p>Evidence-based Program(s)/Materials(s)</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>
<b>Subtotal:</b>			
<p>Technology</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>

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<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*

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**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. Parents not making education a priority.	1.1 Target parents of students with high absenteeism rate for Parent Education regarding the importance of school and education, how to be involved in their child’s education, parent leadership opportunities, and parent workshops regarding school success.	1.1. Parent Educator	1.1. Monitor attendance data for students as well as parents participating in parent workshops.	1.1. TERMS data, and individual Parent Educator data collection.		

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<p><u>Attendance Goal #1:</u> By 2013, BES will maintain or improve the Average Daily Attendance by 1 percentage pt.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93% [800]</p>	<p>94% [786]</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>344 [800]</p>	<p>340 [786]</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>58 [800]</p>	<p>50 [786]</p>					
		<p>1.2. Students not rewarded sufficiently for good attendance.</p>	<p>1.2. PBS and teacher rewards for student "Good Attendance".</p>	<p>1.2. PBS Team and classroom teachers</p>	<p>1.2. Monitor attendance data</p>	<p>1.2.TERMS data</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**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
PBS Review	Pre-k thru 5	PBS Team, SBLT Team	All staff	8/13/12 – 8/17/12	Monthly PBS Team Meetings to review data	PBS Team, Assessment Teacher
PBS/IPS/Rtl Process review	Pre-k thru 5	PBS/Rtl Team, SBLT Team	New teachers	9/4/12	Monthly PBS/Rtl Team Meetings to review data	PBS/Rtl Team
PBS/Rtl grade level training and review	Pre-k thru 5	PBS/Rtl Team, SBLT Team	Each grade level trained separately per day	9/10/12 – 9/14/12	Monthly PBS/Rtl Team Meetings to review data	PBS/Rtl Team

**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>PBS</b>	<b>Supplies, Prizes, Presenters</b>	<b>Internal Funding</b>	<b>\$1450.57</b>
<b>Kagan Cooperative Learning Training</b>	<b>Teacher Training, Stipends, Materials</b>	<b>Title I</b>	<b>14,625.00</b>
<b>\$16,075.57Subtotal:</b>			

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



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

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>\$16,075.57 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. Parents not making education a priority.	1.1. Target parents of students with high absenteeism rate for Parent Education regarding the importance of school and education, how to be involved in their child's education, parent leadership opportunities, and parent workshops regarding school success.	1.1. Parent Educator, PBS Team	1.1. Review of discipline data monthly through PBS Team as well as individual data collection by Parent Educator. SBLT bi-monthly review.	1.1. TERMS data, RtI-B database for ISS and OSS data, and individual data collection by Parent Educator		
<b>Suspension Goal #1:</b> By 2013, BES will maintain or improve the total number of suspensions by 1 percentage pt.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	172 [800]	165 [786]					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	93 [800]	85 [786]					

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

	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	43 [800]	35 [786]					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	27 [800]	20 [786]					
		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**

**Suspension 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
PBS Review	Pre-k thru 5	PBS Team, SBLT Team	All staff	8/13/12 – 8/17/12	Monthly PBS Team Meetings to review data	PBS Team, Assessment Teacher
PBS/IPS/Rtl Process review	Pre-k thru 5	PBS/Rtl Team, SBLT Team	New teachers	9/4/12	Monthly PBS/Rtl Team Meetings to review data	PBS/Rtl Team
PBS/Rtl grade level training and review	Pre-k thru 5	PBS/Rtl Team, SBLT Team	Each grade level trained separately per day	9/10/12 – 9/14/12	Monthly PBS/Rtl Team Meetings to review data	PBS/Rtl Team

**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>Kagan Cooperative Learning Training</b>	<b>Teacher Training, Stipends, Materials</b>	<b>Title I</b>	<b>14,625.00</b>
<b>PBS</b>	<b>Supplies, Prizes, Presenters</b>	<b>Internal Funding</b>	<b>\$1450.57</b>
<b>\$16,075.57Subtotal:</b>			
Technology			

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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>\$16,075.57 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>  <i>Enter narrative for the goal in this box.</i>  <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>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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

	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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		

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

<p><b>1. Parent Involvement</b></p>	<p>1.1. Time Parents often cite time as the single greatest barrier to volunteering, attending meetings, and joining decision making committees at their child's school. These activities often are scheduled at times that interfere with work or other obligations.</p>	<p>1.1. Be flexible in scheduling meetings and events. Try a mix of mornings, evenings, and weekends to allow every parent the opportunity to attend. Coney Island donates hotdogs, buns and Dairy Queen gives ice cream to meet the needs of working parents. Hold meetings at community centers, apartment buildings, church halls, parks, libraries and the workplace to make it easier for parents to attend. Sponsor monthly community family events and use part of the time to hold a meeting to give information to parents and discuss important issues.</p>	<p>1.1. The School Improvement Facilitator for Title 1 and the Parent Educator.</p>	<p>1.1. Parents will be given an event response form to fill out after each one of the school sponsored activities they participated in to provide the school with feedback on the effectiveness of each event. All the responses will be analyzed and reported on a tracking form to further inform and refine our practice in the area of parental involvement.</p>	<p>1.1. Tools that will be used to monitor effectiveness are the Event Response form, surveys and tracking form</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p>One of the most effective strategies for ensuring a student's achievement in school is the active participation of the student's family in encouraging learning, expressing high expectations for their child's achievement and future career, and becoming meaningfully involved in their child's education at school. Brooksville Elementary School will assist families and increase their knowledge of the school system and strengthen their ability to advocate for quality education that will result in school readiness, high school graduation, and college success.</p>							
	97% of parents participated in parent involvement activities.	98% of parents will participate in parent involvement activities.					

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

		<p>1.2. Parents in need without adequate resources often feel overwhelmed. Families suffering from economic stress must address their own needs for food, clothing, and shelter before they can see clear to become more involved in their child's education.</p>	<p>1.2. Provide information to help parents access and secure the health and social services they need for themselves and their families. Schools can develop and distribute to parents a directory containing information on available services and resources in the community and how to access them.</p>	<p>1.2. The School Improvement Facilitator for Title 1 and the Parent Educator.</p>	<p>1.2. Parents will be given an event response form to fill out after each one of the school sponsored activities they participated in to provide the school with feed on the effectiveness of each event. All the responses will be analyzed and reported on a tracking form to further inform and refine our practice in the area of parental involvement.</p>	<p>1.2. Tools that will be used to monitor effectiveness are the Event Response form, surveys and tracking form</p>	
		<p>1.3. Transportation and parents work schedule to attend school functions.</p>	<p>1.3. Parents will be invited to participate in a series of parental involvement workshops in the following areas: "Show What You Know" grade level nights, FCAT Strategies and Technology, Annual Title 1 Meeting, Second grade story night &amp; FCAT Science night</p>	<p>1.3. The School Improvement Facilitator for Title 1 and the Parent Educator.</p>	<p>1.3. Parents will be given an event response form to fill out after each one of the school sponsored activities they participated in to provide the school with feed on the effectiveness of each event. All the responses will be analyzed and reported on a tracking form to further inform and refine our practice in the area of parental involvement.</p>	<p>1.3. Tools that will be used to monitor effectiveness are the Event Response form, surveys and tracking form.</p>	

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

**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
PD/Poverty	K-5	Parent Educator	ESE and K-5	Fall	Event Response and Data Analysis Tracking form	School Improvement Facilitator for Title 1

**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>Parent Educator</b>	<b>Salary</b>	<b>Title I</b>	<b>56,816.96</b>	
<b>Subtotal:</b>				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
<b>Subtotal:</b>				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
<b>FASFEP</b>	<b>Travel and Fees</b>	<b>Title 1</b>	<b>1,000</b>	
<b>Subtotal:</b>				
Other				
Strategy	Description of Resources	Funding Source	Amount	
<b>Parent Involvement Summary</b>	<b>Printing</b>	<b>Title 1</b>	<b>500</b>	
<b>Subtotal:</b>				
<b>58,316.96 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> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<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</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring



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

**STEM Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<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
<b>CTE Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<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</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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. Lack of allocations to support an additional Specials Teacher to teach Music.	1.1. Pursue after school activities through our BES Performing Arts Club, Boys and Girls Club, SAC members contacts, and community members.,	1.1. BES SAC and Administration	1.1. Monthly SAC meeting discussions	1.1. Teacher and Administrative observation		

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

<b>Additional Goal #1:</b> BES SAC and Administration will actively pursue the addition of Performing Arts groups, Music, and Chorus activities for the 2013 school year.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
		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
NA						

**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
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</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>\$70,780.64Total:</b>
<b>CELLA Budget</b>	<b>\$16,750.00Total:</b>
<b>Mathematics Budget</b>	<b>\$73,542.58Total:</b>
<b>Science Budget</b>	<b>\$60,446.55Total:</b>
<b>Writing Budget</b>	<b>\$62,000.00Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>\$16,075.57Total:</b>
<b>Suspension Budget</b>	<b>\$16,075.57Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>\$58,316.96Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>



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

<b>\$373,987.87 Grand Total:</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**June 2012  
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Revised April 29, 2011**

**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.)

<b>School Differentiated Accountability Status</b>		
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.

X 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.
SAC has taken on the Additional Goal listed in the School Improvement Plan regarding actively pursuing the addition of musical programs to the BES campus. SAC will be working with BES Staff Members and Community to provide after-school chorus, Performance Arts activities, and/or. music lessons for our BES students.

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

Describe the projected use of SAC funds.	Amount
1. FCAT Breakfast	\$500.00
2. Support school initiatives which align to identified data weaknesses (i.e. math, reading, science, etc.)	\$500.00