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: The B.E.A.R. Center of Madison County	District Name: Madison
Principal: Ms. Jamie L. Newberry	Superintendent: Mrs. Lou Miller
SAC Chair: Ms. Jamie L. Newberry	Date of School Board Approval: Tuesday, November 6, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Ms. Jamie L. Newberry	B.S.Ed. in Secondary Education; Master of Arts in English (Rhetoric and Composition); Certifications: English (6-12) and ESE (K-12); **Professional Certification**	2 months	4	N/A
Assistant Principal	N/A				

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)
No data submitted					

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings with teacher(s) conducted by principal to discuss classroom strengths and weaknesses and collaboratively completing an Individual Professional Development Plan which addresses professional needs as well as meeting needs of students	Principal/Teacher	On-Going
2. Partnering new teacher(s) with veteran staff members through the implementation of the Beginning Teacher Program	Principal/Teacher/District	On-Going
3. College campus job fairs and recruiting at universities and community job fairs	Twin Oaks Juvenile Development, Inc. Human Resources Department	On-Going
4. Offering, providing information about, hosting of professional development and networking activities	Principal/Madison County School District/Twin Oaks Juvenile Development, Inc.	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 who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (1 paraprofessional—uncertified)	The Madison County School District has provided a study guide and a specially scheduled test session to provide opportunity for passing the Praxis Paraprofessional Examination.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
1	100% (1)	100% (1)	0	0	0	0	0	0	0

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
N/A			

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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.

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through a self-paced credit recovery program, paraprofessionals, certified teacher intervention, and a lab with appropriate equipment.
Title I, Part C- Migrant The Migrant Education Program exists in scope to connect migrant families and their students to segue services within the community that can assist with needs relating to the educable success of the families and their students. This is conducted by the Migrant Education Program coordinator who not only provides services to the migrant families and their students, but also coordinates the family with other agencies and programs to ensure their needs are met.
Title I, Part D N/A
Title II Part A Funds are used to provide professional development services and activities to promote, support, and motivate support staff, teachers, and administrators to not only meet the stipulations of the No Child Left Behind Act, but also to assist in all possible preventative measures against that which hindered the school from achieving AYP. Part D Funds are used to provide and/or upgrade technology in classrooms. Technology is used in the classrooms to assist with student achievement, motivation, and also to increase educational resources and possibilities to students.
Title III N/A
Title X- Homeless The Madison County District Homeless Liaison provides supplies and social services to students identified as being homeless according to the McKinney-Vento Act in order to eliminate barriers to a free, appropriate, and public education.
Supplemental Academic Instruction (SAI) These funds are utilized for remedial needs of students as needed throughout the school year.
Violence Prevention Programs The Madison County School District receives funds for programs that support the prevent violence in schools. Such programs include: Bullying Prevention, Positive Action, and Learning for Life. These programs educate in an attempt to assist preventing bullying, use of tobacco, drugs, alcohol, while emphasizing a safe, drug-free learning environment which will support and foster student achievement.
Nutrition Programs The B.E.A.R. Center participates in the USDA/DOE National School Breakfast and Lunch (NSBL) Program in addition to providing an after school snack to students.
Housing Programs N/A
Head Start N/A

Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
EdOptions Online Academy, complete with virtual, HQ, Florida-certified teachers, is offered to the students for academic, elective, and credit recovery needs. Additionally, the full benefits of EdOptions Online Diploma option is afforded to any student who achieves Florida and Academy graduation standards, but has difficulty passing the FCAT.

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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.
Ms. Jamie Newberry, Ms. Tamisha Ealy, Ms. Paula McGhee, and Mrs. Gladney Cherry
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?
Ms. Newberry, Ms. Ealy, Ms. McGhee, and Mrs. Cherry meet to discuss students and services to students as the need arises.
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?
Ms. Newberry, Ms. Ealy, Ms. McGhee, and Mrs. Cherry are working together to improve and increase services to students by re-evaluating assessment measures, discussing academic progress or lack thereof due to behavioral issues, and more progressive ways of linking re-assessment/evaluation to behavior to academic growth and development.
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.
FCAT/EOC, Discovery Education, PMRN/FAIR, and student writing samples are used to determine each tier for reading, mathematics, science, and writing. Behavior tiers are determined, for ESE students, if applicable, according to the IEP BIP and/or FBA. For all other students, behavior tiers are determined by the school's discipline data in the student reporting system, Individual Behavior Goals as noted by school staff according to a daily behavior progress grid, and school administrative observations of student behavior.
Describe the plan to train staff on MTSS.
Ms. Newberry, Ms. Ealy, Ms. McGhee, and Mrs. Cherry will attend trainings offered by Madison County School District and/or through PAEC. The District RtI Prevention Specialist will attend other individualized training as needed.
Describe the plan to support MTSS.
Progress monitoring data will be collected and compared with results reported to teaching/support staff to guide academic instruction and to assist with consistencies/adjustments to behavioral approaches/interventions with students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Ms. Jamie Newberry and Ms. Tamisha Ealy
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Review screening data and allow that data to instructional decisions. Progress monitoring and formal assessment results will be used to guide instruction by grade and classroom level to determine low, moderate, and high risk students in danger of not meeting benchmarks. Based upon these findings, the LLT will determine professional development needs and resources for meeting those needs. The LLT will meet regularly, problem solve, share effective strategies/practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about further implementation.
What will be the major initiatives of the LLT this year?
To increase interest and motivation to read, thereby increasing reading activity/interest of students, ultimately resulting in raising reading test scores among students.

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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.

No attachment uploaded.

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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.

N/A

*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?

Each paraprofessional under the supervision of the principal and lead teacher, will conduct read alouds to students in the classroom. Additionally, each class will be afforded an opportunity to spend at least 15 minutes of class time reading a text of personal, yet approved choice.

*High Schools Only

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

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

B.E.A.R. utilizes EdOptions Online Academy, but the reading selections of each subject area, in some way, attempt to implement cross-curriculum strategies for rigor and relevance.

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?

B.E.A.R. will begin to implement guidance appointments for students and families during which the course offerings outside of the mandatory core curriculum will be explained and the student/family will have a choice as to what the student takes in terms of elective credit.

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.

No previous High School Feedback Report provided for analysis.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of background knowledge	1A.1. Improve student achievement we need to have all school commitment to making reading essential across all content areas while using data to improve alignment to students needs.	1A.1. Tamisha Ealy, Lead Teacher	1A.1. Review progress monitoring data to ensure teachers are aligning curriculum to student needs	1A.1. Discovery Education/PMRN/FAIR
Reading Goal #1A: There will be a 1% increase in the percent of students scoring proficient on the 2013 FCAT.	2012 Current Level of Performance:* **1% (3)**	2013 Expected Level of Performance:* **2% (10)**					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Low Reading Levels	3A.1. Teach students to increase reading comprehension.	3A.1. Tamisha Ealy, Lead Teacher	3A.1. Progress Monitoring	3A.1. Discovery Education/FAIR/PMRN
Reading Goal #3A: There will be a 1% increase in the students who made learning gains on the 2013 FCAT reading.	2012 Current Level of Performance:* **1% (3)**	2013 Expected Level of Performance:* **2% (10)**					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of background knowledge	4A.1. Scaffold questions	4A.1. Tamisha Ealy, Lead Teacher	4A.1. Progress Monitoring	4A.1. Discovery Education/FAIR/PMRN
Reading Goal #4: There will be a 1% increase in the students in the lower 25% who make learning gains in Reading.	2012 Current Level of Performance:* **1% (3)**	2013 Expected Level of Performance:* **2% (10)**					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: **N/A**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: **N/A**	2012 Current Level of Performance:* **N/A** White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* **N/A** 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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Motivating Students to Read	5th—12th	Tamisha Ealy, Lead Teacher	Reading	Early Release Days	Teacher will observe students reading more in class.	Tamisha Ealy, Lead Teacher

August 2012
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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: **N/A**	2012 Current Percent of Students Proficient in Listening/Speaking: **N/A**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: **N/A**	2012 Current Percent of Students Proficient in Reading: **N/A**.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		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
3. Students scoring proficient in writing. CELLA Goal #3: **N/A**	2012 Current Percent of Students Proficient in Writing : **N/A**	2.1.	2.1.	2.1.	2.1.	2.1.
		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
N/A	**N/A**	**N/A**	**N/A**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: $0.00

End of CELLA Goals

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Elementary Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Because of past failure of FCAT and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse.	1A.1. BEAR will provide FCAT mathematical incentives, preparedness activities, and in-class interactive games.	1A.1. Tamisha Ealy, Lead Teacher	1A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1A.1. Discovery Education/FCAT (when applicable)/EOC
Mathematics Goal #1A: There will be a 1% increase in the percent of students achieving Level 3 proficiency in math.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Because of past failure of FCAT and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse.	2A.1. BEAR will provide FCAT mathematical incentives, preparedness activities, and in-class interactive games.	2A.1. Tamisha Ealy, Lead Teacher	2A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #2A: There will be a 1% increase in the percent of students achieving Levels 4 and 5 proficiency in math.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	3A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	3A.1. Tamisha Ealy, Lead Teacher	3A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	3A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #3A: There will be a 1% increase in the percent of students achieving learning gains in math.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	4A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	4A.1. Tamisha Ealy, Lead Teacher	4A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	4A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #4: There will be a 1% increase in the percent of students in the lowest 25% achieving learning gains in math.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **N/A**						
Mathematics Goal #5A: **N/A**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: **N/A**	2012 Current Level of Performance:* **N/A** White: Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* **N/A** 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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	1A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	1A.1. Tamisha Ealy, Lead Teacher	1A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #1A: There will be a 1% increase in the percent of students achieving Level 3 proficiency in math.	2012 Current Level of Performance:* **1% (1)**	2013 Expected Level of Performance:* **1% (5)**					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	2A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	2A.1. Tamisha Ealy, Lead Teacher	2A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #2A: There will be a 1% increase in the percent of students achieving Levels 4 and 5 proficiency in math.	2012 Current Level of Performance:* **1% (1)**	2013 Expected Level of Performance:* **1% (5)**					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	3A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	3A.1. Tamisha Ealy, Lead Teacher	3A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	3A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data
Mathematics Goal #3A: There will be a 1% increase in the percent of students achieving learning gains in math.	2012 Current Level of Performance:* **1% (3)**	2013 Expected Level of Performance:* **1% (5)**					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: There will be a 1% increase in the percent of students in the lowest 25% achieving learning gains in math.	2012 Current Level of Performance:* **1% (3)**	2013 Expected Level of Performance:* **1% (5)**	4A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	4A.1. BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	4A.1. Tamisha Ealy, Lead Teacher	4A.1. Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	4A.1. 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **N/A**						
Mathematics Goal #5A: **N/A**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: **N/A**	2012 Current Level of Performance:* **N/A** White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* **N/A** 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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	1.1 BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	1.1 Tamisha Ealy, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1.1 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
Algebra 1 Goal #1: There will be a 3% increase in the percent of students achieving Level 3 proficiency in Algebra I.	2012 Current Level of Performance:* **2% (2)**	2013 Expected Level of Performance:* **5% (5)**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	2.1 BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	2.1 Tamisha Ealy, Lead Teacher	2.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2.1 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
Algebra Goal #2: There will be a 2% increase in the percent of students achieving Levels 4 and 5 proficiency in Algebra I.	2012 Current Level of Performance:* **2% (2)**	2013 Expected Level of Performance:* **4% (4)**					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		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
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **N/A**						
Algebra 1 Goal #3A: **N/A**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: **N/A**	**2012 Current Level of Performance:*** **N/A** White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** **N/A** 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.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: There will be a 1% increase in the percent of students achieving Level 3 proficiency in Geometry.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**	1.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	1.1 BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	1.1 Tamisha Ealy, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1.1 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: There will be a 1% increase in the percent of students achieving Levels 4 and 5 proficiency in Geometry.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**	2.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	2.1 BEAR will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	2.1 Tamisha Ealy, Lead Teacher	2.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2.1 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
			2.2.	2.2.	2.2.	2.2.	2.2.

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		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
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** **N/A**					
Geometry Goal #3A: **N/A**						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: **N/A**	2012 Current Level of Performance:* **N/A** White: Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* **N/A** 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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To increase student participation in the FCAT Mathematics assessment.	5th—12th	Tamisha Ealy, Lead Teacher	Paraprofessionals, EOA Online Teachers, and Lead Teacher	Monthly	All math teachers/paraprofessionals will meet together monthly to review and collaborate over EdOptions reports as applicable from all of their classrooms. Monthly, the lead teacher will meet with the Director of Education as a follow-up to the weekly math classroom walk-through observations.	Tamisha Ealy, Lead 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
To monitor student progress in mathematics	EdOptions reports	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math Summit Participation for Math teachers	Provided by North Florida Community College	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Incentive Activities	Outdoor activities; field trips, manipulatives, etcetera	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: There will be a 2% increase in the percent of students achieving Level 3 proficiency in FCAT science.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **2% (3)**	1A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	1.A.1 BEAR will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games, and use of science kits.	1.A.1 Tamisha Ealy, Lead Teacher	1.A.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1.A.1 2013 AYP data and 2013 FCAT Science scores/reporting data.
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2.A.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	2.A.1 BEAR will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games, and use of science kits.	2.A.1 Tamisha Ealy, Lead Teacher	2.A.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2.A.1 2013 AYP data and 2013 FCAT Science scores/reporting data.
Science Goal #2A: There will be a 1% increase in the percent of students achieving Levels 4 and 5 proficiency in FCAT science.	2012 Current Level of Performance:* **0% (0)**	2013Expected Level of Performance:* **1% (1)**					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: **N/A**	2012 Current Level of Performance:* **N/A**	2013Expected Level of Performance:* **N/A**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: **N/A**	2012 Current Level of Performance:* **N/A**	2013Expected Level of Performance:* **N/A**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	1.1 BEAR will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games, and use of science kits.	1.1 Tamisha Ealy, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1.1 2013 AYP data and 2013 FCAT Science scores/reporting data.
Biology 1 Goal #1: There will be a 1% increase in the percent of students achieving Level 3 proficiency in Biology I EOC.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	2.1 BEAR will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games, and use of science kits.	2.1 Tamisha Ealy, Lead Teacher	2.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	2.1 2013 AYP data and 2013 FCAT Science scores/reporting data.
Biology 1 Goal #2: There will be a 1% increase in the percent of students achieving Levels 4 and 5 proficiency in Biology I EOC.	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **1% (1)**					
			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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To increase student participation in the FCAT Science and Biology I EOC assessments.	5th—12th	Tamisha Ealy, Lead Teacher	Paraprofessionals, EOA Online Teachers, and Lead Teacher	Monthly	All math teachers/paraprofessionals will meet together monthly to review and collaborate over EdOptions reports as applicable from all of their classrooms. Monthly, the lead teacher will meet with the Director of Education as a follow-up to the weekly math classroom walk-through observations.	Tamisha Ealy, Lead 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
To monitor student progress in science and Biology I	EdOptions reports	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Science Summit Participation for Science teachers	Provided by North Florida Community College	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Incentive Activities	Outdoor activities; field trips, manipulatives, et cetera	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
			Total:

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: There will be a 1% increase in the percent of students achieving Level 3 proficiency in FCAT writing. 2012 Current Level of Performance:* **0% (0)** 2013 Expected Level of Performance:* **1% (3)**	1A.1. Lack of background knowledge as well as poor reading ability which leads to poor writing	1A.1. Improve student achievement we need to have all school commitment to making writing essential across all content areas while using data to improve alignment to students needs.	1A.1. Tamisha Ealy, Lead Teacher	1A.1. Review progress monitoring data to ensure teachers are aligning curriculum to student needs	1A.1. Write Score, FCAT Writing Scores, and in-class writing samples
	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: **N/A** 2012 Current Level of Performance:* **N/A** 2013 Expected Level of Performance:* **N/A**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Motivating Students to write more	5-12	Tamisha Ealy, Lead Teacher	Lead Teacher, EOA Online Teachers, and paraprofessionals	Early Release Days	Paraprofessionals and Lead Teacher will accommodate activities in class that involve writing skills and journaling.	Tamisha Ealy, Lead Teacher

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
To monitor student progress in writing	EdOptions reports/Write Score reports	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
English/Reading Summit Participation and Writing Workshops for English teachers	Provided by North Florida Community College and/or PAEC	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
FCAT Incentive Activities	Outdoor activities; field trips, manipulatives, et cetera	NO DATA SUBMITTED	NO DATA SUBMITTED
			Subtotal:
			Total:

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]).

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

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

Civics Budget (Insert rows as needed)

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

	Total:

End of Civics Goals

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

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

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

U.S. History Professional Development

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

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

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

	Total:

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]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of transportation on the part of the parent if student is suspended from bus privileges; lack of motivation on the part of the student to get up on time for school	1.1. Call parents to verify student absence/tardiness; teach students proper bus conduct so as to avoid bus suspensions	1.1. Tamisha Ealy, Lead Teacher; Paula McGhee, FOCUS/Receptionist Clerk	1.1. Attendance, Absence, Tardy Reports in the FOCUS student reporting system; Student Sign-In/Out Log	1.1. FOCUS reports and TRENDSTAT reports to review data daily/monthly.
Attendance Goal #1: There will be a decrease in the number of days students are absent.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95% (39)	**95% (39)**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	19% (8)	**12% (5)**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	12% (5)	**7% (3)**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: **To eliminate the need for out-of-school suspension by implementing an intensive in-school behavioral intervention method of de-escalation and mentoring.**	2012 Total Number of Students Suspended In-School **N/A** 2012 Total Number of Students Suspended In-School **N/A** 2012 Total Number of Out-of-School Suspensions **49% (20)** 2012 Total Number of Students Suspended Out- of- School **49% (20)**	2013 Expected Number of Students Suspended In -School **N/A** 2013 Expected Number of Students Suspended In -School **N/A** 2013 Expected Number of Out-of-School Suspensions **24% (10)** 2013 Expected Number of Students Suspended Out- of-School **24% (10)**	1.1 Lack of social/personal skills; lack of interest or sense of success in school, therefore students use "escape behaviors" in order to get removed from the classroom environment	1.1 Refer Students to a Counselor Set up database to track student's behavior, follow up with implementation and case management for individual student needs; Contract with Behavioral Management Consultants/therapists, JPOs to conduct classroom observations, work closely with staff to develop a behavior management plan for the students.	Tamisha Ealy, Lead Teacher ; Behavior Intervention Specialists; Director of Education; ESE Staffing Specialist; JPOs, and any current therapists active with the students	Use of incident calculation/tally boards within the classrooms and incentive program to award decreased numbers of incidents/referrals; Daily Progress Sheets/BEAR Paw form with incentive trolley to reward good behavior	Incident report boards, FOCUS behavior referral reports, Daily Progress Sheets/BEAR Paw forms
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gang Awareness Training and CPI Training	5th—12th	TOJDI Training Coordinator; Florida Gang Investigators Association; MCSD ESE Department	Teachers and staff	On-going	Follow up with program implementation	Director of Education
Olweus Bullying Prevention	5th—12th	Octavious Tookes, Project Safe Zone	Bullying Prevention curriculum	Early Release Days	Monitor Behavior	Director of Education; Lead Teacher; Behavior Intervention Specialists

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention: *Data is according to numbers within the Madison County School District.* Dropout Prevention Goal #1: There will be a decrease in the number of students who drop out due to an innovative new curriculum and online academy which allows for self-paced credit accrual and graduation with an accredited FLDOE-approved diploma without FCAT standards.			1.1. Students who have been retained numerous times and will not be allowed to graduate with their cohort leads to lack of motivation and hopelessness; student perception that earning money now is more important than education; lack of foresight and goal-setting with students	1.1. Implement EdOptions Online Academy graduation option for students in danger of not completing high school as well as having regular guidance meetings with students to coach the student on his/her current credit status and timeline of graduation.	1.1. Tamisha Ealy, Lead Teacher and Director of Education	1.1. Credit Completion reports for EdOptions Online Academy, grades in FOCUS, and graduation checks as verified by Madison County School District personnel	1.1. Numbers of students who increase in grade level and credits; number of students achieving graduation status.
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	5%	**2%**.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	75%	**75%**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdOptions Online Academy training for	5th—12th	EOA personnel	BEAR Lead Teacher and paraprofessionals	Teacher Planning Days/Early Release Days	Student Progress Reports as generated by EOA	Tamisha Ealy, Lead Teacher and Director of Education

teacher and paraprofessionals						

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement: *Data provided by The Excel School SIP for 2011-12 school year.* Parent Involvement Goal #1: **Parents will become more involved with and held more accountable for student attendance, behavior, and overall performance in school.**			1.1.Negative attitude toward school environment due to constant issues with student behavior; lack of concern; hands-off approach to education; job interferes with school operational hours	1.1. To invite parents to the school advisory council meetings by announcing the times and meeting places on a monthly calendar and posting the calendar at the school; inviting parents to assist in chaperoning off-campus community service projects, field trips, et cetera	1.1. Tamisha Ealy, Lead Teacher and Director of Education	1.1. Keeping a record, through documentation protocols, of how many parents attend meetings and school events.	1.1. Sign-In sheets and in-house documentation
	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	17% (7)	**36% (15)**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Parental Communication	5th—12th	Linton Hart	Director of Education and Tamisha Ealy, Lead Teacher	Early Release Days, Teacher Planning Days, and/or SAC meetings	Contact parents for input and keep a record of what is stated	Director of Education

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: **To implement an IT Microsoft Academy to afford students the opportunity to earn a Microsoft Word, Outlook, or Power Point certification.**	1.1. Lack of computers; lack of Microsoft 2010 software, shared instructor—not having an in-house/on-staff Microsoft-certified instructor	1.1. Build a schedule for the part-time instructor to begin implementing the program in at least one lab with one group of students.	1.1. Tamisha Ealy, Lead Teacher; Microsoft-certified instructor; Director of Education	1.1. Tracking the number of Microsoft certificates are issued after the implementation of the Academy.	1.1. Microsoft Certifications
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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
Microsoft IT Academy	8th—9th grades	Microsoft-certified instructor	Tamisha Ealy, Lead Teacher and paraprofessionals	Scheduled Academy times within the BEAR Bell Schedule	Tracking of Microsoft certifications issued to students participating in the program	Microsoft-certified teacher; Tamisha Ealy, Lead Teacher; Director of Education

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:0
CELLA Budget	
	Total:0
Mathematics Budget	
	Total:0
Science Budget	
	Total:0
Writing Budget	
	Total:0
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:0
STEM Budget	
	Total:0
CTE Budget	
	Total:0
Additional Goals	
	Total:0

	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent
N/A	**N/A**	**N/A**

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.
        ☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
To meet on a regular basis and implement the activities set forth in the projected budget; to increase knowledge of and community outreach for the school.

Describe the projected use of SAC funds.	Amount
1. To organize FCAT/EOC incentives for students	$500.00
2. To organize off-campus field trips/educational incentive trips for students to enhance learning in the classroom	$500.00
3. To organize an in-house hospitality/appreciation incentive program for teacher morale/support	$700.00
4. To offer teacher professional development opportunities	$700.00