

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: MT. HERMAN ESE CENTER
District Name: Duval
Principal: Mark Cashen
SAC Chair: Renee Worley
Superintendent: Ed Pratt-Dannals
Date of School Board Approval: November 5, 2012
Last Modified on: 11/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# 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	Mark Cashen	Master of Education Areas of certification: Elementary Education, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, and School Principal	9	29	Mt. Herman does not have a school grade. Mr. Cashen has provided leadership in elementary schools which allowed for realignment of staff and appropriate training for teachers in order to provide full inclusion opportunities for mildly disabled students. Focused analysis of student data, teacher training, and improved instructional strategies led the way for an increase in the school grade (C to B) for one of the elementary schools where Mr. Cashen was principal. He is continuing this focus on data analysis and instructional strategies at Mt. Herman.
Principal	Not Applicable				

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 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)	# of Years at Current School	# 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)
Exceptional Student Education	Matthew Take	M.Ed in Exceptional Education	6	1	Mr. Take has successfully provided sound instruction to students with severe and profound physical and intellectual disabilities for the past 6 years. He has successfully integrated assistive technology into his instruction, and his students consistently show progress on assessments.

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	Not Applicable (If not, please explain why)
1	Utilize Professional Learning Communities; provide the time for PD, data analysis, professional learning, and planning 2X a month.	Mark Cashen, Principal	May 2013	
2	Continued Professional Development which is focused on improving student performance.	Mark Cashen, Principal Julie Roziers, Professional Development Facilitator	May, 2013	
3	Provide information regarding district professional development opportunities which is focused on improving student performance.	Richard Brymer, ESE Liaison Donna Baine, ESE Liaison	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or 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 staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Provide Grade Level Groups with time to meet in their PLCs on a monthly basis for an uninterrupted period of time. Through work with the Design Team, provide the PLCs with the tools necessary to conduct productive and effective PLC meetings.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	9.5%(2)	14.3%(3)	28.6%(6)	47.6%(10)	33.3%(7)	71.4%(15)	0.0%(0)	9.5%(2)	9.5%(2)

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
Deborah Kapples	Jeffrey Bellamy	Veteran classroom teacher with a similar teaching assignment paired with a beginning teacher.	<ul style="list-style-type: none"> • Observations and feedback. • Participation in Grade Level PLC. • Complete MINT Program.
Diane Silk	Melanie Hisole	Veteran resource teacher with a similar teaching assignment paired with a beginning resource teacher.	<ul style="list-style-type: none"> • Observations and feedback. • Participation in Grade Level PLC. • Complete MINT Program.
Richard Brymer	Donna Baine	Veteran staff member with similar responsibilities paired with a returning resource teacher.	<ul style="list-style-type: none"> • Observations and feedback. • Participation in Grade Level PLC. • Complete MINT Program.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

IDEIA funds are used to fund the excess costs of educating students with disabilities. IDEIA funds make up 13% of the total budget at Mt. Herman and are used to fund one lead teacher and fourteen paraprofessionals.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mark Cashen, Principal; Richard Brymer, CSS Site Coach; Donna Baine, Student Services Coordinator; Matthew Take, Instructional Coach

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team meets weekly to discuss and plan for instructional programming and specific interventions needed to meet student needs. An agenda is set and items are brought to the table for collaborative discussion and a consensus on how to follow through with school-wide and individual plans.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The Leadership Team monitors the development and implementation of the School Improvement Plan. It will be the responsibility of all members of this team to assist the Principal with monitoring the implementation of the School Improvement Plan.

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.

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. The general education MTSS plan does not specifically apply to our students. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms; they are all, therefore, Tier 3 students.

Describe the plan to train staff on MTSS.

All students at Mt. Herman are Tier 3 students; the Design Team and the Professional Learning Communities continually work to ensure that professional development is ongoing; IEPs are updated annually; the staff is trained to identify the need for more intensive supports and services through the IEP process.

Describe the plan to support MTSS.

Professional development through our work in our grade level Professional Learning Communities.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Design Team functions as the LLT: M. Cashen, A. Huggins-Jones, D. Kapples, L. Blanchard, B. Nichols, J. Roziers, D. Silk, M. Take, D. Flannery, J. Burns, T. Clark-Amezcu.

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

The Design Team is made up of a representative from each grade level group; the team meets once a month to review data and to guide the work of the PLC's. The PLC's also meet once a month, and are facilitated by their representative to the Design Team. This coordinated effort ensures that a school focus is maintained, while individual PLC's are able to problem solve within their own groups.

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

- Reading: Communication - Increase Attention in Receptive and Expressive Communication.
- Math: Independent Functioning - Provide varied and multiple opportunities to follow rituals and routines in the school setting.
- Science: Independent Functioning - Increase student response to sensory stimuli.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The Grade 6-12 students served in this PLA setting are all served in self-contained classrooms. Each teacher assumes responsibility for the reading instruction of their own students based on the curriculum provided and on the students' IEP's.

*High Schools Only

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

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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](#)

Transition IEP's are written:

- Beginning at age 14 – a statement of the transition services needs of the child under the applicable components of the IEP that focuses on the child's courses of study;
- Beginning at age 16 – a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages;
- Beginning at least one year before the child reaches the age of majority under state law, a statement that the child has been informed of his/her rights under this title, if any, that will transfer to the child on reaching the age of majority.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2					

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement	
--	--

Level 4 in reading. Reading Goal #2a:		NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Based on Data Assessment in Grade Level Professional Learning Communities, the areas for improvement are: To increase Attention in Receptive and Expressive Communication. Increase student's ability to attend to literature
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (13 of 53) of the students made learning gains in reading.	Increase the number of students who make learning gains by at least 2 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Lack of opportunity for interaction with the environment and others. Lack of opportunity for choice making. 	<ul style="list-style-type: none"> Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting. 	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> Time Inadequate Planning 	<ul style="list-style-type: none"> To use Age-respectful reading materials Incorporate time to read to the students in the daily lesson plans Provide various modes of assistive technology (computer, iPad and/or projector) 	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # N/A				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Reduce the percent of White students not making satisfactory progress in reading by 14% and Black by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 97% (30) Black: 100% (42)	White: 83% (25) Black: 83% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 41% Black: 59% • Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Lack of opportunity for interaction with the environment and others. • Lack of opportunity for choice making.	• Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. • Provide a minimum of 4 choice making opportunities per day in the school setting	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	• Time • Inadequate Planning	• To use Age-respectful reading materials • Incorporate time to read to the students in the daily lesson plans • Provide various modes	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment

of assistive technology (computer, iPad and/or projector)

(Rev. 2010)
Florida Alternate
Assessment

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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reduce the number of SWD not making satisfactory progress in reading by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (75)	83% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Lack of opportunity for interaction with the environment and others. Lack of opportunity for choice making. 	<ul style="list-style-type: none"> Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting. 	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> Time Inadequate Planning 	<ul style="list-style-type: none"> To use Age-respectful reading materials Incorporate time to read 	Teachers, Staff and Resource Personnel	Lesson Plan Review in Professional Learning	Mt. Herman Pre-Post Assessment (Rev. 2010)

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reduce the percent of economically disadvantaged students not making satisfactory progress in reading by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (46)	83% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Lack of opportunity for interaction with the environment and others. Lack of opportunity for choice making. 	<ul style="list-style-type: none"> Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting. 	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> Time Inadequate Planning 	<ul style="list-style-type: none"> To use Age-respectful reading materials Incorporate time to read to the students in the daily lesson plans Provide various modes of assistive technology (computer, iPad and/or projector) 	Teachers, Staff and Resource Personnel	Lesson Plan Review in Professional Learning Communities(PLC)	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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
Analyze the components of the PLA instructional program: Common						

Core Standards, Access Points, Curricula, Lesson Planning, Assessment, and Data Collection and the effective use of paras.	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	10/9-11/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios Observations	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: discussion and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	9/15/12 Early Dismissal	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessionals	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: Teacher demonstration.	PK-Post Grad	Classroom Teachers	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Early Dismissal	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
iPads as instructional tools - choosing and downloading appropriate apps; sharing and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	10/17/12 Early Dismissal	Classroom Walk-Throughs Observations	Design Team Professional Learning Communities Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---------------------	----------	---	---	-----------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Follow rituals and routines in the school setting (i.e. continuation or cessation of activity). Use quantitative concepts, in daily routines. (i.e. more, less, big, small).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (7/31) of students made learning gains in math	Increase the number of students who make learning gains by at least 1 student.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Consistency in following rituals and routines • Consistency in using augmentative materials	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> • Consistency in the presentation of quantitative concepts. • Choice of appropriate materials. 	<ul style="list-style-type: none"> • Use the appropriate curricula. • Use appropriate materials • Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		N/A				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reduce the percent of White students not making satisfactory progress in mathematics by 8% and Black by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 91% (10) Black: 100% (20)	White: 83% (8) Black: 83% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 41% Black: 59% Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Consistency in following rituals and routines Consistency in using augmentative materials.	Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities(PLC);	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	Consistency in the presentation of quantitative concepts. Choice of appropriate materials.	Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

concepts.

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Reduce the percent of SWD not making satisfactory progress in mathematics by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (30)	83% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Consistency in following rituals and routines • Consistency in using augmentative materials.	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
	• Consistency in the presentation of quantitative concepts.	<ul style="list-style-type: none"> • Use the appropriate curricula. • Use appropriate 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in	Mt. Herman Pre-Post Assessment (Rev. 2010)

2	<ul style="list-style-type: none"> Choice of appropriate materials. 	<ul style="list-style-type: none"> materials Consistent planning for opportunities to incorporate quantitative concepts. 	Professional Learning Communities(PLC); Zoning Plan Review	Florida Alternate Assessment
---	--	--	---	------------------------------

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Reduce the percent of economically disadvantaged students not making satisfactory progress in mathematics by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (17)	83% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> Consistency in following rituals and routines Consistency in using augmentative materials. 	<ul style="list-style-type: none"> Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> Consistency in the presentation of quantitative concepts. Choice of appropriate materials. 	<ul style="list-style-type: none"> Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Follow rituals and routines in the school setting (i.e. continuation or cessation of activity). Use quantitative concepts, in daily routines. (i.e. more, less, big, small
2012 Current Level of Performance:	2013 Expected Level of Performance:

6% (2/31) of students made learning gains in math

Increase the number of students who make learning gains by at least 1 student.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> • Consistency in following rituals and routines • Consistency in using augmentative materials. 	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	<p>Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.</p>	<p>Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment</p>
2	<ul style="list-style-type: none"> • Consistency in the presentation of quantitative concepts. • Choice of appropriate materials. 	<ul style="list-style-type: none"> • Use the appropriate curricula. • Use appropriate materials • Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	<p>Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.</p>	<p>Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>NOT APPLICABLE</p> <p>Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>N/A</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Middle School Mathematics Goal #</p> <p>5A :</p>
---	---

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reduce the percent of White students not making satisfactory progress in mathematics by 8% and Black by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 91% (11) Black: 100% (17)	White: 83% (9) Black: 83% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 41% Black: 59% Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Consistency in following rituals and routines • Consistency in using augmentative materials	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> • Consistency in the presentation of quantitative concepts. • Choice of appropriate materials. 	<ul style="list-style-type: none"> • Use the appropriate curricula. • Use appropriate materials • Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Reduce the percent of SWD not making satisfactory progress in mathematics by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (31)	83% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Consistency in following rituals and routines • Consistency in using augmentative materials.	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC) 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> • Consistency in the presentation of quantitative concepts. • Choice of appropriate materials. 	<ul style="list-style-type: none"> • Use the appropriate curricula. • Use appropriate materials • Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Reduce the percent of economically disadvantaged students not making satisfactory progress in mathematics by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (20)			83% (17)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> Consistency in following rituals and routines Consistency in using augmentative materials. 	<ul style="list-style-type: none"> Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
2	<ul style="list-style-type: none"> Consistency in the presentation of quantitative concepts. Choice of appropriate materials. 	<ul style="list-style-type: none"> Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Follow rituals and routines in the school setting (i.e. continuation or cessation of activity). Use quantitative concepts, in daily routines. (i.e. more, less, big, small)
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3/15) of students made learning gains in math	Increase the number of students who make learning gains by at least 1 student.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Consistency in following rituals and routines • Consistency in using augmentative materials.	<ul style="list-style-type: none"> • Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities(PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

2	<ul style="list-style-type: none"> Consistency in the presentation of quantitative concepts. Choice of appropriate materials. 	<ul style="list-style-type: none"> Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment
---	---	--	---	---	---

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reduce the percent of White students not making satisfactory progress in mathematics by 8% and Black by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 91% (7) Black: 100% (7)	White: 83% (6) Black: 83% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> Consistency in following rituals and routines Consistency in using augmentative materials. 	<ul style="list-style-type: none"> Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		Reduce the percent of SWD not making satisfactory progress in mathematics by 8%			
Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
91% (14)		83% (12)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> Consistency in following rituals and routines Consistency in using augmentative materials. 	<ul style="list-style-type: none"> Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	<p>Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review</p>	Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.		Reduce the percent of economically disadvantaged students		
---	--	---	--	--

Mathematics Goal E:	not making satisfactory progress in mathematics by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (10)	83% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).</p> <ul style="list-style-type: none"> Consistency in following rituals and routines Consistency in using augmentative materials. 	<ul style="list-style-type: none"> Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	<p>Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review</p>	<p>Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment</p>

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in Algebra.	
Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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:				
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessionals	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

Elementary and Middle School Science Goals

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

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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:			NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:			NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Florida Alternate Assessment High School Science Goals

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

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:

1. Florida Alternate Assessment: Students scoring	NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center
---	--

at Levels 4, 5, and 6 in science.		school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).			
Science Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Biology End-of-Course (EOC) Goals

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

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:	
1. Students scoring at Achievement Level 3 in Biology.	
Biology Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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
Using the newly acquired assistive technology effectively in daily instruction: discussion and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	9/15/12 Early Dismissal	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: Teacher demonstration.	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers, Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessionals	PK-Post Grad	Classroom Teachers	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Early Dismissal	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in U.S.

History.				
U.S. History Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.				
U.S. History Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		Maintain attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
142 Total Student Count Attendance Rate – 91.3%		Maintain current rate			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
51% (73) students absent 10 or more days		Maintain current rate			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
5% (7) students with excessive Tardies		5% students with excessive Tardies			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	100% of the students	Analyze 11-12 student	Principal	Daily Attendance	1.1.

1	are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22). Many of the Mt. Herman students have chronic health problems, endure many surgeries, and suffer from life threatening illnesses	absentee data to determine the reason for excessive absences for students.	Attendance Clerk Teachers		Attendance Records and Reports
2	Many of the Mt. Herman students have chronic health problems, endure many surgeries, and suffer from life threatening illnesses	Organize data to show whether the excessive absences are continuous days in a row, or whether they are days taken throughout the school year.	Principal Attendance Clerk	Daily Attendance	Attendance Records and Reports
3					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal # 1:		NA		
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
NA		NA		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
NA		NA		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
NA		NA		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

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 (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	100% of the students who graduate from Mt. Herman receive a Special Diploma.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.9%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
0% with a Standard Diploma; 100% with a Special	0% with a Standard Diploma; 100% with a Special

Diploma		Diploma			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22).	Conduct an analysis of the data to determine why a small number of our students leave school and do not enroll in another educational program.	Principal CRT operator Student Services Coordinator	Analysis of data	Dropout Rate
2	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22).	Counsel families to enroll students in appropriate educational programs.	Student Services Coordinator	Dropout Rate	Dropout Rate

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent awareness of community and agency roles in the transition of their child in to the community. Increase parent participation in school related activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
For the 2011-2012 school year, 66 people volunteered for 1050 hours	Increase the number of volunteer hours by 5%. Record of the number of parents and family members participating in school related activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22). Because of the unique demands and needs of their children, parents of our special needs students have the need for specialized information and training, but there is limited time with which to provide the information and training.	Increase parent awareness by providing information regarding community resources and training.	School Advisory Council; Design Team	Written documentation of correspondence Number of times staff responds to a parent's request for information Number of times staff provides information to parents because a need is identified.	Notes and logs Monthly Newsletter School Website Parent Input Surveys
2					
	Transportation to and from school event/activities, both at school and in the community. Parent taking time off	Provide parents with sufficient prior notice of school related activities. Provide a parent interest survey	School Administration and Staff School Advisory Council	Written documentation of correspondence Compile data Target requests for help to parents based	Number of Volunteer Hours

3	from work. Other parent/family responsibilities	regarding ways to increase the level of parental involvement in school related activities. Reach out to parents for help with specific school related activities.		on the data	
---	--	--	--	-------------	--

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
Volunteer Coordinator Training	Pre-Post Grad	Community Involvement Office	R. Brymer	8/16/2012	Maintain Volunteer Log	Volunteer Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

Safety Goal required by district. Goal:

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:	
1. Safety Goal required by district. Goal Safety Goal required by district. Goal #1:	Decrease the number of incidents of student accidents caused by student aggression or behavior. Decrease the staff accidents/injuries.
2012 Current level:	2013 Expected level:
2011-2012 accident reports show an increase in the number of accidents caused by the aggressive student behavior of another student; analysis of the data shows the likely cause to be new students with aggressive behavior in a large class of very active students. An additional paraprofessional was secured for this classroom. 2011-2012 staff accident reports show that 25 accidents involving 21 employees were reported. Four of these injuries were a result of back strain; 8 of these reports were a results of being bitten by students	Reduce by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Some students may exhibit atypical behaviors and/or aggressive behaviors as a means of communication.	Analyze the 2011/2012 Accident Report data; sort by TYPE of accident: 1) Accident as a result of another student's aggression/behavior, 2) Accident as a result of student's own behavior, 3) Accident as a result of other unsafe act. Analyze data with the Safety Committee & develop strategies to reduce the incidents as a result of another student's aggression/behavior	Teachers, Staff, and Resource Personnel	Analysis of data concerning student accidents.	Student Accident Reports
2	Knowledge of proper lifting techniques. Knowledge of behavior management techniques.	Analyze data with the Safety Committee & develop strategies to reduce the incidents of injury to staff.	Safety Committee	Analysis of data concerning staff accidents.	Staff Accident Reports

(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
Seclusion and Restraint Incident Reporting, Monitoring and Analysis Procedures	PK-Post Grad	R. Brymer	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Staff Meeting	Classroom Walk-Throughs PCM Documentation/District and State Reporting Observations	Richard Brymer Mark Cashen Teachers

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Safety Goal required by district. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials	\$2,700.00

Describe the activities of the School Advisory Council for the upcoming year

Assist in the preparation and evaluation of the School Improvement Plan.
Review the budget to be sure it is aligned with the School Improvement Plan.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found