

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH FLORIDA AUTISM CHARTER SCHOOL INC

District Name: Dade

Principal: Glenn Pierce

SAC Chair: Gena Rosenzweig

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 10/15/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Tamara Moodie, Ph.D.	B.S. Psych. M.S. Special Ed. Ph.D. Philosophy in Education Completed coursework for Board Certified Behavior Analyst (BCBA)	4	13	2004-2009: Educational Director at The Victory School for Autism: 8 out of 22 students successfully mainstreamed into a LRE. 2006-2012: 100% of students maintained or improved on skills/goals that were part of their individual programs, which included fine/gross motor, expressive/receptive language, augmentative communication, life & self-help skills, and when appropriate, academic skills

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)
N/A					

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	1. Use of local media outlets, periodic Job Fairs, and job postings that are publicized on the school's website, dadeschools.net and www.teachers-teachers.com.	Tamara Moodie, Ph.D.	June 7, 2013	
2	2. All employees are offered the opportunity to participate in continuous professional development through workshops, seminars and weekly trainings. Workshops and seminars are offered periodically by outside consultants in ABA and related topics. Weekly training sessions are conducted by Dr. Tamara Moodie, which cover continuing education in a variety of topics related to our school's mission and curriculum.	Tamara Moodie, Ph.D.	June 7, 2013	
3	3. Use of local colleges and universities to post job openings for graduate and post graduate candidates, as well as interns working towards a degree in education and/or therapeutic fields	Tamara Moodie, Ph.D.	June 7, 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
13	Staff who are in need of becoming highly effective instructional staff are being given opportunities to go to professional development seminars in order to obtain endorsements and being provided with assistance in certification testing on an individual basis

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
17	23.5%(4)	64.7%(11)	11.8%(2)	0.0%(0)	58.8%(10)	23.5%(4)	5.9%(1)	0.0%(0)	23.5%(4)

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
Marion Smink	Danielle Murphy John Souza	First year teacher	Marion Smink will meet monthly with any teacher in need of mentoring. In addition, she will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Sunshine State Standards Access points and use of assistive technology.
Adlai Taylor	Marla Subero	First year teacher	Adlai Taylor will meet monthly with any teacher in need of mentoring. In addition, he will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Sunshine State Standards Access points and use of assistive technology. The mentor will also discuss evidence-based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.
Kristen Falepaina		First year Teacher	Kristen Falepaina will meet monthly with any teacher in need of mentoring. In addition, she will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Sunshine State Standards Access points and use of assistive technology. The mentor will also discuss evidence-based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.
Maria Zambrano	Claudia Moris	First year Teacher	Maria Zambrano will meet monthly with any teacher in need of mentoring. In addition, she will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Sunshine State Standards Access points and use of assistive technology. The mentor will also discuss evidence-based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.
Estefania Lopez	Khiana Allen	First year teacher	Estefania Lopez will meet monthly with any teacher in need of mentoring. In addition, she will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Sunshine State Standards Access points and use of assistive technology. The mentor will also discuss evidence-

based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is a general education initiative for students who have not been placed in an ESE program. Due to the very nature of our school model and programs, 100% of SFACS students are identified as students with disabilities.

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?

Although SFACS does not have an MTSS/RtI team, administration, therapists and teachers meet twice on a monthly basis to discuss student progress, assessment procedures, lesson planning, etc. the meetings will maintain a continuous problem solving system to help improve all aspects of a conducive learning environment.

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?

SFACS RtI team will monitor the academic, social and behavioral progress of the students' IEP goals via a structured format for problem-solving using various methods of assessment to monitor student progress.

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.

SFACS will use MTSS/RtI as an intervention to meet IEP goals adopting evidence-based intervention strategies and applied behavior analysis

Describe the plan to train staff on MTSS.

SFACS administrative team will train staff on MTSSRtI using frequent-progress monitoring data and/or anecdotal records to track a child's work completion, attention to task, compliance with teacher directions, and other behaviors that influence learning that are relevant to the IEP, aligning resources to deliver effective interventions that produce improved child outcomes and learning gains.

Describe the plan to support MTSS.

Teachers will meet with administration to review data source and assessments to maintain student improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kristen Rodriguez-7th grade teacher; Colleen McMurray- curriculum specialist; Dr. Tamara Moodie-Principal

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

The LLT will meet bi-monthly to review strategies and any issues that may arise. There will be two main representatives for the lower and middle grades within the LLT. The LLT will discuss ways to incorporate a variety of centers located in the classroom into lesson plans to facilitate learning for the students. The principal will set aside time once a month for the LLT to meet school-wide to discuss any issues teachers may be having or to review professional development. Throughout the year, the LLT will be available to meet with individual teachers should any questions arise that require hands on attention.

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

The major initiatives for the LLT this year will to increase student grades by 75% from last year by helping teachers incorporate reading/listening centers into daily lessons.

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.

N/A

*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.

Through professional development, each teacher will be required to attend at least one reading workshop a year in order to ensure reading strategies are being used throughout the school. Monitoring will be done on a bi-monthly basis, between the principal and teachers to review strategies and student progress.

*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?

Academic courses will be offered alongside life skills lessons. These courses will be taught to all high school students via a functional curriculum which will incorporate life skills and functional academics.

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?

There will be no course selection due to the ESE curriculum and our student body. The teacher, along with the principal will meet to determine the best course schedule for the students, which will include a functional curriculum in which life skills and real life problems are the basis of delivery. Each student will have individualized components based on individual needs.

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](#)

Students will receive life skills training along with vocational training in order to prepare them for postsecondary transitioning. Teachers, along with the principal and parents will meet to determine which vocational course would be best suited for each individual student.

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:	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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	Given the specific needs of the students we serve, 17% of the students will perform at levels 4-6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (8)	17%(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	All students at SFACS are diagnosed with autism spectrum disorder (ASD), and some have communication deficits and/or behavioral challenges, and may require training in self-help skills. Students who have Reading/Preacademic goals on their IEP are evaluated by the proper assessment. Based upon	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains.	Review of progress reports of student IEP goals.

the findings, objectives are agreed upon during an IEP meeting by committee. Not all students have Reading/Preacademic goals on their IEP due to Individual need.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Given the specific needs of the students we serve, 9% of the students will perform at level 7-9
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(4)	9%(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
All students at SFACS are diagnosed with autism spectrum disorder (ASD), and some have communication deficits and/or behavioral challenges, and may require training in self-help skills. Students who have Reading/Preacademic goals on their IEP are evaluated by the proper	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains.	Review of progress reports of student IEP goals.

1	<p>assessment. Based upon the findings, objectives are agreed upon during an IEP meeting by committee. Not all students have Reading/Preacademic goals on their IEP due to Individual need. All students at SFACS are diagnosed with autism spectrum disorder (ASD), and some have communication deficits and/or behavioral challenges, and may require training in self-help skills. Students who have Reading/Preacademic goals on their IEP are evaluated by the proper assessment. Based upon the findings, objectives are agreed upon during an IEP meeting by committee. Not all students have Reading/Preacademic goals on their IEP due to Individual need.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	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 group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Given the specific needs of the students we serve, 58% of students will make learning gains in reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

48%(24)

58%(31)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD), and some have communication deficits and/or behavioral challenges, and may require training in self-help skills. Students who have Reading/Precademic goals on their IEP are evaluated by the proper assessment. Based upon the findings, objectives are agreed upon during an IEP meeting by committee. Not all students have Reading/Precademic goals on their IEP due to Individual need.	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains.	Review of progress reports of student IEP goals.

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
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%.	Reading 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 reading. Reading Goal #5B:	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:

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
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 reading. Reading Goal #5D:	Given the specific needs of the students we serve, ____% of the students with Preadademic/Reading goals on their IEP will master the goal within one full academic year
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
1	All students at SFACS are diagnosed with autism spectrum disorder (ASD), and some have communication deficits and/or behavioral challenges, and may require training in self-help skills. Students who have Reading/Preacademic goals on their IEP are evaluated by the proper assessment. Based upon the findings, objectives are agreed upon during an IEP meeting by committee. Not all students have Reading/Preacademic goals on their IEP due to individual needs.	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	Review of progress reports of student IEP goals

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:	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				

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

Reading 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
Reading materials (flash cards, books, etc)	school purchased	EESAC	\$360.00
			Subtotal: \$360.00
			Grand Total: \$360.00

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:	
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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Given the specific needs of the students we serve, 14% will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(6)	14%(10)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP)	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Given the specific needs of the students we serve, 6% of students will perform at level 7-9
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(2)	6%(4)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	Review of progress reports of student goals

an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Given the specific needs of the students we serve, 62% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(27)	62%(33)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
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 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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	
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:

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. Mathematics Goal #5D:	Given the specific needs of the students we serve, ____% of the students with preacademic/mathematics goals on their IEP will master the goal within one full academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
1	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs

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 mathematics.

Mathematics Goal #5E:

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 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:

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Given the specific needs of the students we serve, 14% of students will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(6)	14%(10)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

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:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Given the specific needs of the students we serve, 6% of the students will perform at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(2)	6%(4)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	Review of progress reports of student goals

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:	
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Given the specific needs of the students we serve, 62% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(27)	62%(33)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

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:	
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
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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%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
<input type="text"/>	<input type="text"/>	

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
<input type="text"/>	<input type="text"/>	

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:	Given the specific needs of the students we serve, ____% with preacademic. Mathematics goals on their IEP will master the goal within one full academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
1	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

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 mathematics. Mathematics Goal #5E:	
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				

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:	Given the specific needs of the students we serve, 14% will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(6)	14%(10)

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	All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership Team	The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	review of progress reports of student goals

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:	Given the specific needs of the students we serve, 6% of the students will perform at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(2)	6%(4)

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	2.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	2.1. Leadership Team	2.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	2.1. review of progress reports of student goals

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:	Given the specific needs of the students we serve, 62% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(27)	62%(33)

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	3.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/mathematics goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/mathematics goals on their IEP due to individual needs	3.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	Leadership team	3.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	3.1. review of progress reports of student 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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.
Algebra Goal #3B:

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.
Algebra Goal #3C:

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.
Algebra Goal #3D:

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.
Geometry Goal #
3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.
Geometry Goal #3B:

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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
Touchmath	Functional mathematics for students with cognitive impairments	Lead ESE teacher	School-wide	September 26, 2012	Modeling of lessons, classroom visits	Principal, Lead ESE Teacher

Mathematics 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
Touchmath items	Manipulatives	EESAC	\$360.00
			Subtotal: \$360.00
			Grand Total: \$360.00

End of Mathematics Goals

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:	Given the specific needs of the students we serve, 23% of students will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(3)	23%(4)

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	1.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs	1.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	1.1. Leadership team	1.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	1.1. review of progress reports of student goals

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:	Given the specific needs of the students we serve, 23% will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(3)	23%(4)

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
	1B.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits	1B.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students	1B.1. Leadership team	1B.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess	1B.1. review of progress reports of student goals

1	and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs	based on IEP goals.		learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	
2	2.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs	2.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	2.1. Leadership team	2.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	2.1. review of progress reports of student goals

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:				
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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	<p>Given the specific needs of the students we serve, 3% of students will perform at level 7 or above.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>0%(0)</p>	<p>3%(1)</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
1	<p>2B.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs</p>	<p>2B.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.</p>	<p>2B.1.Leadership Team</p>	<p>2B.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains</p>	<p>2B.1. review of progress reports of student goals</p>
2	<p>2B.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs</p>	<p>2B.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.</p>	<p>2B.1.Leadership Team</p>	<p>2B.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains</p>	<p>2B.1. review of progress reports of student goals</p>

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 at Levels 4, 5, and 6 in science. Science Goal # 1:	Given the specific needs of the students we serve, 23% of students will perform at levels 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(3)	23%(4)

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	1.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs	1.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	1.1. Leadership team	1.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	1.1. review of progress reports of student goals

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. Science Goal #2:	Given the specific needs of the students we serve, 3% will perform at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	3%(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
1	2.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/science goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized education plan (IEP) meeting by committee. Not all students have preacademic/science goals on their IEP due to individual needs	2.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	2.1. Leadership team	2.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	2.1. review of progress reports of student goals

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
No Data Submitted						

Science 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

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:		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 group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		Given the specific needs of the students we serve, 22% will perform at level 4 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
17%(4).		22%(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	1B.1. All students at SFACS are diagnosed with autism spectrum disorder (ASD) and some have communication deficits and/or behavioral challenges, and may also require training in self-help skills. Those students who have preacademic/writing goals on their IEP are evaluated by the proper assessments, based on the findings, objectives are agreed upon during an individualized	1B.1. Leadership team will apply appropriate Sunshine State Standard Access Points per individual needs of the students based on IEP goals.	1B.1.Leadership Team	1B.1. The leadership team will conduct monthly reviews of the progress reports of student IEP goals in order to assess learning gains. Adjustments to individual student academic plans will be made as needed in order to achieve learning gains	1B.1. review of progress reports of student goals

education plan (IEP) meeting by committee. Not all students have preacademic/writing goals on their IEP due to individual needs				
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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						

Writing 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 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

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:	Given the needs of our students, we expect 94.68% of the students to attend school on a daily basis Given the needs of our students, we expect 94.68% of the students to attend school on a daily basis
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.68%(93)	94.68%(94)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
44	42
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
44	42

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	Due to the nature of our students, many are susceptible to illness, which keeps them out of school for one day or more.	Promote healthy habits, such as proper hand washing, proper use and disposal of tissues, etc.	Leadership team	Administration will address needs as necessary	Attendance logs

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						

Attendance Budget:

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:	Given the specific needs of the students we serve, suspensions are not implemented in our school, therefore we expect to maintain 100% of students to not be suspended during the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0
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

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
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 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	Due to the nature of the students at SFACS, no student

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		has dropped out of school. The goal is to maintain this All students in the High School program will be graduating with a special diploma. Recovery courses are in place to maintain this expected graduation rate.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
0		0			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
0		0			
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	1.1. Due to the nature of our students. SFACS has not had a student drop out of school.	1.1. As issues with drop out occur, the leadership team and administration will deal with these on an individual basis	1.1. Administration	1.1. Maintaining a 0% drop out rate	1.1. School records

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						

Dropout Prevention 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 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>	Given the nature of the students, we expect to maintain 100% parent involvement during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100%	100%

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	1.1. SFACS parents are required to attend mandatory Parent Training sessions on a quarterly basis, however attendance was lacking due to conflicting schedules.	1.1. Needs assessment will be conducted periodically throughout the year to pinpoint best days of the week and times for parents to hold school meetings. 1.2. The school will partner with the University of Miami and Nova University to conduct workshops requested by the parents 1.2. Dates and times are set in advance and announced throughout the school year	Principal	Administration will address needs as necessary	Attendance logs

(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						

Parent Involvement 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 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:	Due to the nature of the students, they are incapable of completing certification, however, the school does offer vocational courses as part of the high school curriculum.
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)

Goal #1 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. Goal #1 Goal Goal #1 Goal #1:			Our goal for this year is for 75% of the students to meet success on 80% of IEP goals by IEP completion dates.		
2012 Current level:			2013 Expected level:		
75%(68)			75%(74)		
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	Lack of fundamental academic skills	Assessment of Behavior and Language Learning Skills (ABLIS)	Teachers, BCBA/ABA Teacher Assistant Principal	Data collection-- 4 day mastery of ABLIS/IEP goal	ABLIS

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						

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 Goal #1 Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading materials (flash cards, books, etc)	school purchased	EESAC	\$360.00
Mathematics	Touchmath items	Manipulatives	EESAC	\$360.00
				Subtotal: \$720.00
				Grand Total: \$720.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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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 10/15/2012)

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
SFACS will use SAC funds to support the instructional program	\$720.00

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

The School Advisory Council (SAC) will monitor the implementation of the strategies designated in the School Improvement plan (SIP)

at their quarterly meetings. Mid-year and End of year reviews will be conducted to adhere to District and State guidelines. Informal data (teacher observations, daily progress reports, etc.) and formal data (Woodcock Johnson, Brigance, Florida Alternate Assessment, etc.) will be used to measure successful implementation of strategies and goals.

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

