

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: PALM AVENUE EXCEP. STUDENT CENTER

District Name: Duval

Principal: Michael T. Alexander

SAC Chair: Michael Willis

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/18/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Michael T. Alexander	Exceptional Student Education & Ed. Leadership	3	6	Julia Landon College Prep and Leadership Development School 2008-2009, School Grade: A, Met AYP Landon Middle 2007-2008: School Grade C, Met AYP Paxon Middle 2005-2007: School Grades: D and C, Did not meet AYP
Assis Principal	Stephanie Smith	Exceptional Student Education, Disability Services & Ed. Leadership	1	1	Began second year of the administrator role

### 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)
Communication/Social Skills	Brianne Graves	Bachelors of Psychology & Masters of Health Science	1	1	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. Teachers and paraprofessionals will be encouraged to complete required coursework and certification to acquire highly qualified status	Principal Leadership Team	On-going	
2	2. Careful review of credentials of potential new hires to ensure their eligibility of highly qualified status.	Principal Leadership Team	On-going	
3	3. Orientation for newly hired teachers	Principal Leadership Team	Annually	
4	4. Mentoring program for new hires	Principal Leadership Team	On-going	

## 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
None	

## 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
16	0.0%(0)	25.0%(4)	18.8%(3)	56.3%(9)	25.0%(4)	93.8%(15)	0.0%(0)	0.0%(0)	18.8%(3)

## 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
Sheryl Willis	None at this time		
Donna Okeafor	None at this time		

# 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

Title I, Part A: Title I funds will be used to hire a teacher to teach senior high science courses including Access Earth Space Science, Access Biology and Access Chemistry.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The school will continue with the implementation of the district's Foundations Program. The Foundations team has developed lesson plans that will be implemented school-wide to promote and maintain a safe and orderly school environment. The school will replenish instructional materials that cover bullying, conflict resolution and other character ed. traits that lead to students making appropriate decisions. The behavior interventionist will respond to and investigate all bullying incidents at school. In addition, she will utilize Second Step (violence prevention curriculum using evidence based strategies and resources) to provide appropriate instruction to students on identifying, preventing, and responding to bullying.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Palm Avenue has established four business enterprises that allow students to gain skills in the areas of office work, carpentry

and woodshop, horticulture, restaurant worker and cashier. In addition, the school has established several business partnerships in the community where students get on the job training in the areas of laundry, shipping, stocking, at various worksites. The school also does contract work for community businesses, which student learn skills to perform task in a sheltered workshop setting.

#### Other

- Grant money from Full Service Schools will be used for the Work Enclave to provide training for parents and stipends to trainers.
- IDEA funds will be used to hire teachers and paraprofessionals for Extended School Year.
- Police Athletic League funds will be used for instructional materials, supplies, incentives and to hire enrichment teachers for Team Up.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Because of the intense special needs of our students, our entire instructional program and staff serve as Responders to Intervention. The Leadership Team, which is comprised of: the Principal, Assistant Principal, classroom teachers, Communication Social Skills Site Coach, Job Developer and Guidance Counselor, takes an active role in reviewing and revising the needs and intervention plans or strategies that will help our students be successful in school and the community.

Every student in the school has an IEP that outlines specific goals and interventions to aide them in accessing the curriculum and Access Points. The IEP is developed by the IEP Team which consists of the parent, teacher, student, LEA, therapists, and any other professional identified as a stakeholder invested in the child's instructional program. IEP conferences are conducted throughout the school year. Progress reports are sent home quarterly to inform parents of student progress.

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

The Leadership Team meets weekly to discuss and plan for instructional programming and specific interventions needed to meet student needs. An agenda is set and items are brought to the table for collaborative discussion and a consensus on how to follow through with school-wide and individual plans. This team also reviews proposals made by the Assistant Principal, Communication Social Skills Site Coach, Foundations Team, Job Developer and Guidance Counselor. The team will also make recommendations for utilizing outside agencies when deemed necessary. Roles and responsibilities are also discussed and put into written policy format. These responsibility roles are reviewed and revised annually or as needed.

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?

Every member of the Leadership team was given an area of the School Improvement Plan to develop and bring to the committee for discussion and revision. It will be the responsibility of all members of this team to assist the Principal with monitoring specific areas of the School Improvement Plan. Data collection forms will be developed and maintained in a data notebook for the school and certificated PLC's to review.

### 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.

Palm Avenue is a public school that serves students functioning at the Participatory and Supported levels of varying exceptionalities. The general education RtI plan does not specifically apply to our students. Data for our students is assessed individually and categorized into three complexity levels: Participatory, Supported and Independent. State level assessments reveal data categorized as Emergent (below proficiency), Achieved (proficient) and Commended (above proficient). Approaches to differentiating and tiered instruction are based on these complexity levels and are linked with intensive modifications and adaptations to meet individual student needs. All instruction is aligned with curriculum course requirements as well as a prioritized set of Access Points and individual goals. Academic and other instructional rubrics and task data collection systems have been created and utilized to collect information on student progress towards goals and curricular expectations. Teachers also maintain a portfolio for each student that serves as collective samples of student work and progress towards meeting goals and Access Points. Teachers administer mini-assessments once a month and enter results in Brigance Online Management System. Reports are utilized to develop lesson plans that focus on students' learning needs and to develop Individual Education Plans. Safety Nets such as Team Up, off campus Work Enclave Program, Special Olympics, and performance groups serve as motivational opportunities and life skill experiences that help build positive character and

reinforce instructional skills. In addition, students with severe to moderate cognitive disabilities are eligible for Extended School Year services. Extended School Year is offered to meet the needs of students who meet the criteria for these services which may include not being able to recoup learned skills, nature and severity of disability, or other extenuating circumstances. The school principal has initiated "Alexander's Ambassadors" to help some of our more behaviorally challenged students walk a more positive path. The implementation of regularly scheduled Behavior review/intervention team meetings with also allow teams to target students and develop plans collaboratively.

Describe the plan to train staff on MTSS.

A professional development calendar has been designed to assist teachers in keeping up with current curricular and instructional trends as well as state requirements. Teachers are continually updated on how to develop IEP goals and objectives pertinent to student needs. In addition to the school wide trainings, teachers are encouraged to attend district and state trainings to further their professional and personal knowledge of content areas and instructional strategies to gain the maximum of student performance. Teachers are grouped into professional learning communities that meet during Faculty Meetings to discuss current issues and to look at student work and progress. Teachers are encouraged to make class visitations to observe peers. Focus points are identified for discussion and reflection in team PLC meetings. The Assistant Principal of Curriculum, instructional coach, Communication Social Skills Site Coach are also scheduled and available to meet with, train, lend support and assist teachers in providing the best instructional and intervention services possible for our students.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Instructional Leadership Team serves as the Literacy Leadership Team. The Leadership Team is comprised of: the Principal, Assistant Principal, classroom teachers, Communication Social Skills Site Coach, Job Developer and Guidance Counselor

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

The Literacy Leadership Team meets every week to discuss classroom observations and discuss strategies and activities that support literacy.

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

Drop Everything and Read, Develop literacy activity for Holiday Magic (enrichment activity), promote literacy by having parent workshop and trainings. Review and purchase appropriate materials that promotes literacy for students with severe to cognitive disabilities.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

### \*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.

Collaboration between Reading teachers and other subject area teachers to ensure continuity of reading strategies across the curriculum. All teachers have access to accommodations identified in each student's Individual Education Plan that relate to reading strategies. There is also professional development opportunities provided during early dismissal training days to teachers in strategies to increase student comprehension across the curriculum through the use of visual strategies.

### \*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?

Palm Avenue's Transition Academies allow for students to gain access to educational opportunities specifically relating to post-secondary life. These courses offer specific instruction in academics, strategies and daily living relevant to their futures.

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?

Students receive instruction in transitional career and academic planning to increase their readiness in the areas of employment, daily living skills, post school adult living, community experience and instruction.

### 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](#)

Palm Avenue students are eligible to receive educational services through their 22nd birthday. Students who have met their graduation requirements may return as a post-secondary/transition student. As a post-secondary student, students receive courses specifically meant to prepare them for post school adult living. Palm Avenue offers opportunities for competitive employment preparation as well as supported employment. Palm Avenue also offers several opportunities for students to participate in job training through the business enterprise on campus.

## 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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 4-6, on the Reading section of the Florida Alternate Assessment by at least 6% (3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(13) of students tested scored at performance levels 4-6 (proficient) in Reading on the Florida Alternate Assessment	35%(16)of students tested will score at performance levels 4-6 (proficient) in Reading on the Florida Alternate Assessment

#### 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	Students perform at a severe to moderate cognitive disabled level. This impacts their ability to process, comprehend and retain information	Implement systematic instruction using PCI Level 1 core curriculum to address sight word recognition and beginning comprehension skills.  Alternative curriculums including Rev It Up and Bold Print will also be utilized to build vocabulary skills and introduce specific reading strategies (Venn	Principal Assistant Principal Classroom Teacher	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories  Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics  Progress Reports  Classroom visitation rubric/focus

		diagrams, sequencing, etc.)			walks/observation form
2	A large percentage of students at Palm Avenue are non-verbal or language impaired.	Utilize assistive technology during instruction to increase comprehension of material and improve the ability to communicate thoughts.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection
3	Difficulty making connections and generalizing skills across subjects/activities.	Create extension activities that target specific learning strategies used to increase comprehension.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection

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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 7-9, on the Reading section of the Florida Alternate Assessment by at least 10% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (6 out of 45) of students tested scored between performance levels 7-9 (proficient) in Reading on the Florida Alternate Assessment	23% (10 out of 45) of students tested will score between levels 7-9 (proficient) on the Florida Alternate Assessment

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	The performance levels of student being tested. Students function at a severe to moderate cognitive disabled level. This impacts their ability to process, comprehend and memorize information  Aligning instructional programs w/Access Points.  Student's lack of prerequisite skills in the areas of phonics and decoding.	Continue to utilize Reading and language-based instructional programs: Unique Learning Systems to address content across the curriculum.  PCI Reading: To increase comprehension, fluency and sight word recognition.  Incorporate technology to create engaging lessons.  Continue with supplemental instruction to include: D.E.A.R. (Drop Everything And Read), Reading across the curriculum, Software programs, Literacy Centers, etc.  Retelling and summarizing to increase comprehension	All Instructional Staff and Administrator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventory.  Conduct classroom observations to monitor implementation of programs during instructional time.	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics  Usage Reports and Progress Reports  Classroom visitation rubric/focus walks/observation form
2	Scheduling time for collaboration. Adhering to agenda during PLC meeting.	Language Arts/ Reading teacher will collaborate on the effectiveness of instructional programs	Instructional Staff and Administrator	PLC discussions of curriculum, content and results of student work/assessment in	Reflection questions



		and patterns observed in student work.		Reading	
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student learning needs in Reading.	Instructional Staff and Administrator	Lesson Plans/IEP Meetings/Departmental Meetings	Classroom Observations/Lesson Plan Review Forms/IEP progress reports

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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level , on the Reading section of the Florida Alternate Assessment by at least 2% (2 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (3) of students tested scored at performance levels 7 and above in Reading on the Florida Alternate Assessment	11% (5)of students tested will score at performance levels 7 and above in Reading on the Florida Alternate Assessment

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	The performance levels of students being tested. Students perform at a severe to moderate cognitive disabled level. This impact their ability to process, comprehend and memorize information	Utilize PCI Level 2 to focus on increasing word recognition of high frequency sight words through visual discrimination and introduce students to wrapped text, common endings (-ing, -s,-ed) and compound words.	Assistant Principal Principal Individual Teachers	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection
2	The performance levels of students being tested. Students perform at a severe to moderate cognitive disabled level. This impact their ability to process, comprehend and memorize information	Utilize PCI Level 3 to focus on word analysis, decoding, word building and comprehension. Introduce students to new genres including non-fiction and poetry	Assistant Principal Principal Individual Teachers	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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 reading.  Reading Goal #3b:	Palm Avenue's goal is to increase the percentage of students making learning gains in reading on the Florida Alternate Assessment by at least 4 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(28) of students tested made learning gains in reading on the Florida Alternate Assessment.	72%(32)of students tested will make learning gains in reading on the Florida Alternate Assessment.

**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	The performance levels of students being tested. Students perform at a severe to moderate cognitive disabled level. This impact their ability to process, comprehend and memorize information	Continue to utilize Reading and language-based instructional programs: Unique Learning Systems: To address content across subject areas.  Continue with supplemental instruction and extension activities.  Utilize curriculums to teach context, meaning, decoding and comprehension. Provide differentiated instruction opportunities to address needs at various complexity levels and use of visual symbols and strategies to increase comprehension.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form
2	Alignment of instructional programs w/Access Points.	Implement Lesson Study Process with PLC groups.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form

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:	Palm Avenue's goal is to increase the percentage of students in lowest 25% making learning gains in Reading on the Florida Alternate Assessment by at least 10%(3).
2012 Current Level of Performance:	2013 Expected Level of Performance:

57%(16)of students in the lowest 25% made learning gains in reading.

67%(19) of students in the lowest 25% will make learning gains 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
1	The performance level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Continue to utilize Reading and language-based instructional programs including Environmental Print to increase recognition of main character, setting, problem and solution in text.  Utilize illustrations from Environmental Print storybooks to build comprehension through retelling.  Provide differentiated instruction opportunities to address needs at various complexity levels and use of visual symbols and strategies to increase comprehension.	All Instructional Staff and Administrators	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventory  Conduct classroom observations to monitor implementation of programs during instructional time	Visual supports Brigance  Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics  Classroom visitation rubric/focus walks/observation form
2	Alignment of instructional programs w/Access Points.	Implement Lesson Study Process with PLC groups.	Instructional Staff and Administrators	PLC discussions of curriculum, content and results of student work/assessments in Reading. Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection Reflection questions
3	Students require direct, intensive instruction for remediation.	Provide intensive, direct instruction to students utilizing supplemental materials via an intervention model	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection

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.	Palm Avenue's goal is to increase the percentage of students making learning gains in specified subgroups by at least 25% African Americans and 10% White in Reading on the Florida
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Reading Goal #5B:	Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students in specified subgroups making learning gains.  White: 82% Black: 50%	Percentage of students in specified subgroups making learning gains will be...  White: 92% Black: 75%
*sufficient data not available to support other subgroups.	*sufficient data not available to support other subgroups.

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	Students require direct, intensive instruction for remediation.  Palm Avenue did not have enough students represented in each subgroup of White, Hispanic, Asian and American-Indian subgroups. Therefore, these subgroups' scores are not reflected in Palm Avenue's AYP data.	Provide intensive, direct instruction to students utilizing supplemental materials via an intervention model.	All Instructional Staff and Principal	Conduct classroom observations to monitor implementation of instructional programs during instructional time.  Monitoring of student responses to (pictures/words) during these learning activities in a variety of settings.  Conduct observations using Fast ForWord observation instrument and review reports  Conduct classroom observations to monitor implementation of programs during instructional time	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection  Visual supports Brigrance  Usage Report, Progress Report  Classroom visitation rubric/focus walks/observation form
2	Scheduling time for collaboration. Teachers adhering to agenda during PLC meetings.	Language Arts/ Reading teacher will collaborate on the effectiveness of instructional programs and patterns observed in student work	Instructional Staff and Principal	PLC discussions of curriculum, content and results of student work/assessments in Reading	Reflection questions
3	The performance levels of students being tested. Students perform at a severe to moderate cognitive disabled level. This impacts their ability to process, comprehend and memorize information	differentiated instruction opportunities to address needs at various complexity levels and use of visual symbols and strategies to increase comprehension.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection

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:	All students served at Palm Avenue have an Individual Education Plan that addresses communication needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Palm Avenue will decrease the number of SWD that are not making satisfactory progress in reading by 2% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (14) of students with disabilities are not making satisfactory progress in reading as determined by point/level loss on FAA.	29% (13) of students with disabilities will not make satisfactory progress in reading as determined by point/level loss on FAA.

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	Students require direct, intensive instruction for remediation.	Provide intensive, direct instruction to students utilizing supplemental materials via an intervention model.	All Instructional Staff and Administrators	Conduct classroom observations to monitor implementation of instructional programs during instructional time.  Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection  Progress Reports  Classroom visitation rubric/focus walks/observation form
2	The performance levels of students being tested. Students perform at a severe to moderate cognitive disabled level. This impacts their ability to process, comprehend and memorize information	Utilize illustrations from Environmental Print storybooks to build comprehension through retelling.	Instructional Staff and Administrators	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development	Develop lesson plans and Individual Education Plans that target student learning needs in Reading.	Instructional Staff and Administrators	Lesson Plans, IEP meetings, Departmental Meetings	Classroom Observation/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue will increase the performance levels of students with economical disadvantages by 10% in reading.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
49% (22) of students with economical disadvantages are not making satisfactory progress in reading.			59% (26) of students with economical disadvantages are not making satisfactory progress 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
1	The performance level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Continue to utilize Reading and language-based instructional programs: PCI, Unique Learning Systems and Environmental Print.  Use systematic instruction of visual strategies with ongoing, frequent opportunities to use new learning.  Give students frequent opportunities to practice task with instructive feedback.	All Instructional staff and Administrator	Utilization of assessments and collection of data specifically generated from instructional program and Brigance Inventory.  Conduct classroom observations to monitor implementation of instructional programs during instructional time	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics  Progress Reports  Classroom visitation rubric/focus walks/observation form
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings.	Language Arts/ Reading teacher will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content and results of student work/assessments in Reading	Reflection questions
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student learning needs in Reading.	Teachers	Lesson Plans	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To provide strategies for increasing student receptive and expressive language, vocabulary skills and comprehension	6-12 Reading	Site Coach Model teachers Specified Trainers	Subject Area/Grade Level PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership Team
To provide						

training to all teachers in instructional strategies that will enhance student learning and skills progress in the areas of Reading and Language Development skills	6-12 Reading	Assistant Principal Site Coach Model teacher Specified Trainers	Subject Area/Grade level PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership Team
To provide teachers with training in utilizing instructional programs and develop effective lessons for students.	6-12 Reading	Assistant Principal Site Coach Model teachers Specified Trainers	School Wide and Subject Area PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership Team

Reading Budget:

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

## 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:	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 mathematics. Mathematics Goal # 1b:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 4-6, on the Math section of the Florida Alternate Assessment by 11% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (3) of students scored at levels 4, 5, and 6 in mathematics.	28% (5) of students will score at levels 4, 5, and 6 in mathematics.

### 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	The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique Learning Systems and Number Worlds  Integrate subject area computer/curriculum software to reinforce concepts and skills introduced in a lesson.	Instructional Staff and Principal	Utilization of assessments and collection of data specifically generated from instructional programs assessments and Brigance Comprehensive Inventory of Basic Skills II.  Conduct classroom observations to monitor implementation of programs during instructional time	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics.  Classroom visitation rubric/focus walks/observation form
	Scheduling time for collaboration. Teachers	Math teachers will collaborate on the	Instructional Staff	PLC discussions of curriculum, content,	Reflection Questions

2	adhering to agenda/topic during PLC meetings.	effectiveness of instructional programs and patterns observed in student work.		instructional practices and results of student work/assessments in math	
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development	Develop lesson plans and Individual Education Plans that target student learning needs in math.	Instructional Staff Administrators	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	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 mathematics.  Mathematics Goal #2b:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance levels above 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
Palm Avenue currently has zero middle school students performing above performance level 4	To improve performance in levels 4,5, and 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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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:	Palm Avenue's goal is to increase the percentage of students making learning gains in math on the Florida Alternate Assessment by at least 8%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(7) of students are currently making learning gains in mathematics.	62%(8) of students will make learning gains in mathematics

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	Students have difficulty processing and retaining newly presented information.	Provide a multiple opportunities for practice of newly learned concepts and skills.	Classroom Teacher Assistant Principal Principal	Review of instructional data and assessment information  Classroom observations	Curriculum assessment data collection tools and walk-through rubrics.
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings.	Math teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in math	Reflection Questions
3	Student deficits in language and communication interfere with expressive abilities to demonstrate knowledge.	Utilize hands on learning approaches including visual supports and manipulative to improve access to participation.	Classroom Teacher Assistant Principal Principal	Review of instructional data and assessment information  Classroom observations	Curriculum assessment data collection tools and walk-through rubrics.

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:	Palm Avenue will increase the percentage of students in the lowest 25% making learning gains by 6% (1).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (7) of Palm Avenue students in the lowest 25% are making learning gains	50% (8) of Palm Avenue students in the lowest 25% will make learning gains.

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	Students require direct, intensive instruction for remediation.	Provide intensive, direct instruction to students utilizing supplemental materials via an intervention model.	Principal Assistant Principal Classroom Teacher	Conduct classroom observations to monitor implementation of instructional programs during instructional time.	Classroom visitation rubric/focus walks/observation form  Teacher Data Collection
2	Students have difficulty processing and retaining newly presented information.	Provide a multiple opportunities for practice of newly learned concepts and skills.	Classroom Teacher Assistant Principal Principal	Review of instructional data and assessment information  Classroom observations	Curriculum assessment data collection tools and walk-through rubrics.
3	Student deficits in language and communication interfere with expressive abilities to demonstrate knowledge.	Utilize hands on learning approaches including visual supports and manipulative to improve access to participation.	Instructional Staff and Administrators	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue's goal is to increase the percentage of students making learning gains in specified subgroups by at least 15% African Americans and 5% White in Math on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups at Palm Avenue currently making satisfactory progress White: 93% Black: 48%	Student subgroups at Palm Avenue will make satisfactory progress  White: 98% Black: 63%

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	Student deficits in language and communication interfere with expressive abilities to demonstrate knowledge.	Utilize hands on learning approaches including visual supports and manipulative to improve access to participation.	Instructional Staff and Administrators	Utilization of assessments and collection of data specifically generated from instructional program assessments and Brigance Early Development II and Brigance Skills Inventory  Conduct classroom observations to monitor implementation of programs during instructional time.  Review of instructional data and assessment information	Observation Form. Instructional Program Assessments, Brigance Early Development II and Basic Skills Inventory, Florida Alternate Assessment, and Rubrics.  Classroom visitation rubric/focus walks/observation form
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Math teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in math	Reflection Questions
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student individual learning needs in math.	Instructional Staff and Principal	Lesson Plans, IEP meetings and Departmental meetings	Lesson Plans, IEP meetings and Departmental meetings

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:	All students at Palm Avenue have an IEP which addresses curriculum and learning needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Palm Avenue's goal is to utilize grade level Access Points to increase the percentage of students scoring at grade level on the Math section of the Florida Alternate Assessment by at least 10% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Palm Avenue serve students with physical, visual and severe to moderate cognitive disabilities. Meaning, all of our students have disabilities. The Adequately Progress Report show 52% (23 out of 44) of SWD scored at or above grade level in Mat	62% (27 out of the 44) students tested in 2010-2011 will score at or above grade level in Math.

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	The performance level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.  Aligning instructional programs w/Access Points.  Not knowing content topics to be assessed on Florida Alternate Assessment	Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique Learning Systems and Number Worlds  Integrate math concepts in Vocational Tasks to provide real world application.  Integrate technology to provide engaging lessons.  Provide opportunities to apply skills learned in real world context (e.g. Community-based instruction trips)	Instructional Staff and Administrator	Utilization of assessments and collection of data specifically generated from instructional program assessments and Brigance Early Development II and Brigance Skills Inventory  Conduct classroom observations to monitor implementation of programs during instructional time.	Observation Form. Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.  Classroom visitation rubric/focus walks/observation forms
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Math teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in math	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in math
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student individual learning needs in math.	Instructional Staff and Administrator	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue's goal is utilize grade level Access Points to increase the percentage of students scoring not at grade level on the Math section of the Florida Alternate Assessment by at least 10% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (23 out of the 44) economically disadvantaged students tested scored at or above grade level in Reading.	62% (27 out of 44) students will score at or above level in Math

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>The functioning level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.</p> <p>Aligning instructional programs w/Access Points.</p> <p>Not knowing content topics to be assessed on Florida Alternate Assessment</p>	<p>Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique Learning Systems and Number Worlds</p> <p>Integrate math concepts in Vocational Tasks to provide real world application.</p> <p>Identify mathematical concepts of shapes and patterns in Physical Education.</p> <p>Integrate technology to provide engaging lessons.</p>	Instructional Staff and Administrator	<p>Utilization of assessments and collection of data specifically generated from instructional program assessments and Brigance Early Development II and Brigance Skills Inventory</p> <p>Conduct classroom observations to monitor implementation of programs during instructional time.</p>	<p>Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, Rubrics.</p> <p>Classroom visitation rubric/focus walks/observation forms</p>
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Math teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in math	Reflection Questions
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student individual learning needs in math.	Instructional Staff and Administrator	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

End of Middle School Mathematics Goals

## Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance levels 4, 5 and 6 by 9%(2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(11) of students scored a level 4, 5, or 6 on the Florida Alternate Assessment.	50%(13) of students scored a level 4, 5, or 6 on the Florida Alternate Assessment.

### 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
	Lack of prerequisite skills in mathematical applications.	Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique	Instructional Staff Assistant Principal Principal	Utilization of assessments and collection of data specifically generated from instructional	Instructional Program Assessments, Brigance Inventory, Florida Alternate



1		Learning Systems and Number Worlds systematically.  Integrate math concepts in Vocational Tasks to provide real world application.		programs assessments and Brigance Comprehensive Inventory of Basic Skills II.	Assessment, and Rubrics.
2	Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Integrate math concepts in Vocational Tasks to provide real world application.	Instructional Staff Assistant Principal Principal	Classroom Observations  Lesson Plan Review Form	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student learning needs in math.	Instructional Staff Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance levels above 7 by 4% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (2) of students scored above a level 7 on the Florida Alternate Assessment.	11% (3) of students will score above a level 7 on the Florida Alternate Assessment.

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 prerequisite skills in mathematical applications.	Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique Learning Systems and Number Worlds systematically.	Instructional Staff Assistant Principal Principal	Utilization of assessments and collection of data specifically generated from instructional programs assessments and Brigance Comprehensive	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics.
2	Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Integrate technology to provide engaging lessons.	Instructional Staff Assistant Principal Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student learning needs in math.	Instructional Staff Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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.	Palm Avenue will increase the percentage of students
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Mathematics Goal #3:	making learning gains in math by 7% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Palm Avenue currently has 62% (8) of students making learning gains in math.	Palm Avenue will have 69% (1) of students making learning gains in math.

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 prerequisite skills in mathematical applications and a need for individualized, direct instruction.	Utilize math instructional programs and materials: Everyday Counts Calendar Math, Unique Learning Systems and Number Worlds systematically.	Instructional Staff Assistant Principal Principal	Utilization of assessments and collection of data specifically generated from instructional programs assessments and Brigance Comprehensive Inventory of Basic Skills II.	Instructional Program Assessments, Brigance Inventory, Florida Alternate Assessment, and Rubrics.
2	Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.	Integrate technology to provide engaging lessons.	Instructional Staff Assistant Principal Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

## 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	
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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
<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:

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.	
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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				

## 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	Geometry Goal #	

reduce their achievement gap by 50%.	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:
<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:

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

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  
Geometry 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 Geometry.

Geometry 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 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
Increase FAA math scores by building on the basics of number concepts, matching, recognizing patterns, money and exchange of money.	6-12	Assistant Principal Model teachers Specified Trainers	Content PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership team
Develop and						

implement strategies for increasing student knowledge of basic math concepts through coaching and modeling of lessons of instructional programs	6-12	Assistant Principal Model teachers Specified Trainers	Content PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership team
Professional Development opportunities to train teachers how to address integrating math concepts across all subject areas.	6-12	Instructional Coach Model teachers Specified Trainers	Content PLC	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal Assistant Principal Instructional Leadership team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:



N/A

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The performance level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.</p> <p>Aligning instructional programs w/Access Points.</p> <p>Lack of prerequisite skills in the scientific method or other science concepts</p>	<p>Utilize instructional programs; Utilize instructional programs; Environmental Print and Scott Foresman Science.</p> <p>Role play simulations of how to respond to environmental signs / warnings</p> <p>Use charts and visuals to aide with the learning process</p> <p>Use technology as reinforcement activity to support instruction of concepts and skills</p> <p>Conduct science lab experiments from Unique Learning Systems</p>	<p>Instructional Staff and Administrator</p>	<p>Utilization of assessments and collection of data specifically generated from instructional program assessments, Brigance Early Development II and Brigance Skills Inventory</p> <p>Conduct classroom observations to monitor implementation of programs during instructional time</p>	<p>Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.</p> <p>Classroom visitation rubric/focus walks/observation forms</p>
2	<p>Scheduling time for collaboration.</p> <p>Teachers adhering to agenda/topic during PLC meetings.</p>	<p>Scheduling time for collaboration.</p> <p>Teachers adhering to agenda/topic during PLC meetings.</p>	<p>Instructional Staff</p>	<p>PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.</p>	<p>Reflection Questions</p>
3	<p>Parents not attending IEP meetings or completing surveys.</p> <p>Scheduling time for teacher to collaborate on IEP development.</p>	<p>Develop lesson plans and Individual Education Plans that target student individual learning needs.</p>	<p>Instructional Staff and Administrator</p>	<p>Lesson Plans, IEP meetings and Departmental meetings</p>	<p>Classroom Observations/Lesson Plan Review Form, IEP Progress Reports</p>
4	<p>The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.</p> <p>Aligning instructional programs w/Access Points.</p> <p>Lack of prerequisite skills in the scientific method or other science concepts</p>	<p>1.1. Utilize instructional programs; Environmental Print and Scott Foresman Science.</p> <p>Role play simulations of how to respond to environmental signs / warnings</p> <p>Use charts and visuals to aide with the learning process</p> <p>Use technology as reinforcement activity to support instruction of concepts and skills</p> <p>Conduct science lab experiments from Unique Learning</p>	<p>Instructional Staff and Principal</p>	<p>Utilization of assessments and collection of data specifically generated from instructional program assessments, Brigance Early Development II and Brigance Skills Inventory</p> <p>Conduct classroom observations to monitor implementation of programs during instructional time</p>	<p>Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.</p> <p>Classroom visitation rubric/focus walks/observation forms</p>

		Systems curriculum.			
5	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings.	Science teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.	Reflection Questions
6	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development	Develop lesson plans and Individual Education Plans that target student individual learning needs.	Instructional Staff and Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 4-6, on the Science section of the Florida Alternate Assessment by at least 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (8 out of 17) students tested scored between performance level 4-6 (proficient) on the Science section of the Florida Alternate Assessment	51% (9 out of 17) students tested will score between performance levels 4-6 (proficient) on the Science section of the Florida Alternate Assessment.

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	The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.  Aligning instructional programs w/Access Points.  Lack of prerequisite skills in the scientific method or other science concepts	1.1. Utilize instructional programs; Environmental Print and Scott Foresman Science.  Role play simulations of how to respond to environmental signs / warnings  Use charts and visuals to aide with the learning process  Use technology y as reinforcement activity to support instruction of concepts and skills  Conduct science lab experiments from Unique Learning Systems curriculum.	Instructional Staff and Principal	Utilization of assessments and collection of data specifically generated from instructional program assessments, Brigance Early Development II and Brigance Skills Inventory  Conduct classroom observations to monitor implementation of programs during instructional time	Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.  Classroom visitation rubric/focus walks/observation forms
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Science teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff.	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.	Reflection Questions
	The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This	Role play simulations of how to respond to environmental signs / warnings  Use charts and visuals	Instructional Staff and Principal	Utilization of assessments and collection of data specifically generated from instructional program assessments,	Observation Forms, Instructional Program Assessments, Brigance Early

3	<p>impacts their ability to process, comprehend and retain presented information.</p> <p>Aligning instructional programs w/Access Points.</p> <p>Lack of prerequisite skills in the scientific method or other science concepts</p>	<p>to aide with the learning process</p> <p>Use technology as reinforcement activity to support instruction of concepts and skills</p> <p>Conduct science lab experiments from Unique Learning Systems curriculum</p>		<p>Brigance Early Development II and Brigance Skills Inventory</p> <p>Conduct classroom observations to monitor implementation of programs during instructional time</p>	<p>Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.</p> <p>Classroom visitation rubric/focus walks/observation forms</p>
4	<p>Scheduling time for collaboration.</p> <p>Teachers adhering to agenda/topic during PLC meetings</p>	<p>Science teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.</p>	<p>Instructional Staff</p>	<p>PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.</p>	<p>Reflection Questions</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	N/A
Science Goal #2a:	
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 science.	
Science Goal #2b:	
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 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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 4-6, on the Science section of the Florida Alternate Assessment by at least 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (8 out of 17) students tested scored between performance level 4-6 (proficient) on the Science section of the Florida Alternate Assessment	51% (9 out of 17) students tested will score between performance levels 4-6 (proficient) on the Science section of the Florida Alternate Assessment.

### 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	The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.  Aligning instructional programs w/Access Points.  Lack of prerequisite skills in the scientific method or other science concepts	1.1. Utilize instructional programs; Environmental Print and Scott Foresman Science.  Role play simulations of how to respond to environmental signs / warnings  Use charts and visuals to aide with the learning process  Use technology as reinforcement activity to support instruction of concepts and skills  Conduct science lab experiments from Unique Learning Systems curriculum.	Instructional Staff and Principal	Utilization of assessments and collection of data specifically generated from instructional program assessments, Brigance Early Development II and Brigance Skills Inventory  Conduct classroom observations to monitor implementation of programs during instructional time	Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.  Classroom visitation rubric/focus walks/observation forms
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings.	Science teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.	Reflection Questions
3	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development	Develop lesson plans and Individual Education Plans that target student individual learning needs.	Instructional Staff and Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports

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:	Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 7-9, on the Science section of the Florida Alternate Assessment by at least 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4 out of 17) students tested scored between performance level 7-9 on the Science section of the Florida Alternate Assessment	30% (5 out of 17) students tested will score between performance levels 7-9 on the Science section of the Florida Alternate Assessment.

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>The performance level of students being tested. Students perform at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.</p> <p>Aligning instructional programs w/Access Points.</p> <p>Lack of prerequisite skills in the scientific method or other science concepts</p>	<p>Role play simulations of how to respond to environmental signs / warnings</p> <p>Use charts and visuals to aide with the learning process</p> <p>Use technology as reinforcement activity to support instruction of concepts and skills</p> <p>Conduct science lab experiments from Unique Learning Systems curriculum</p>	Instructional Staff and Principal	<p>Utilization of assessments and collection of data specifically generated from instructional program assessments, Brigance Early Development II and Brigance Skills Inventory</p> <p>Conduct classroom observations to monitor implementation of programs during instructional time</p>	<p>Observation Forms, Instructional Program Assessments, Brigance Early Development II and Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.</p> <p>Classroom visitation rubric/focus walks/observation forms</p>
2	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Science teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in science.	Reflection Questions

## 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
			\$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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		N/A		
Writing Goal #1a:				
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.		Palm Avenue's goal is to increase the percentage of students scoring within the proficient range, performance level 4-9, on the Writing section of the Florida Alternate Assessment by at least 6 %.		
Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
29% (6 out of 21) of students scored at performance levels 4-9 on the Writing section of the Florida Alternate Assessment.		35% (7 out of 21) of students will score at performance levels 4-9 on the Writing Section of the Florida Alternate Assessment.		
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of
				Evaluation Tool

			Monitoring	Strategy	
1	The functioning level of students being tested. Students function at a severe to moderate cognitive disability level. This impacts their ability to process, comprehend and retain presented information.  Aligning instructional programs w/Access Points.	.Conduct school-wide mini assessments in utilizing Brigance Comprehensive Inventory of Basic Skills and Brigance Transition Inventory.  Provide a variety of instructional opportunities for students to practice / choosing and using tools and strategies for expressively communicating: choice-making, requests, preferences, feelings, information, etc. throughout the school day, in community settings and at the worksite.  Create classroom literacy centers and instructional opportunities for students to practice pre-writing and writing skills as outlined in the CCS.	Assistant Principal Principal	Review Lesson Plans  Evaluation of student Work  Utilization of assessments and collection of data specifically generated from instructional program assessments and Brigance Skills Inventory	Lesson Plans  Evaluation of student Work  Communication Checklist  Instructional Program Assessments, Brigance Skills Inventory, Florida Alternate Assessment, and Rubrics.
2	Parents not attending IEP meetings or completing surveys. Scheduling time for teacher to collaborate on IEP development.	Develop lesson plans and Individual Education Plans that target student individual learning needs.	Instructional Staff and Principal	Lesson Plans, IEP meetings and Departmental meetings	Classroom Observations/Lesson Plan Review Form, IEP Progress Reports
3	Scheduling time for collaboration. Teachers adhering to agenda/topic during PLC meetings	Teachers will collaborate on the effectiveness of instructional programs, implementation of technology and patterns observed in student work.	Instructional Staff	PLC discussions of curriculum, content, instructional practices and results of student work/assessments in writing.	Reflection Questions

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
Writing Across the Curriculum-Addressing Access Points/Writing Centers	6-12	Assistant Principal	School Wide	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal and Assistant Principal



Writing Implementation Strategies/Activities -samples across the curriculum	6-12	Assistant Principal	School Wide	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal and Assistant Principal
Provide teachers with training on developing Literacy Centers for writing and Writer's Workshop	6-12	Assistant Principal	School Wide	Early Dismissal Participants	Classroom Observations, Feedback Forms, Surveys, Focus Walks	Principal and Assistant Principal

Writing Budget:

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

*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
			<b>Grand Total: \$0.00</b>

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	

Attendance Goal # 1:	Palm Avenue's goal is to increase the attendance rate by 2%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
75% of the students in Palm Avenue have less than 10 absences for the entire school year.	95% of students at Palm Avenue will have 10 or fewer absences for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
26% (35 out of 132) of students had 10 or more absences.	20% (28 out of 139) of student will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(1 out of 132) of students had excessive tardies.	1%(1 out of 139) student will have excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Many students are over compulsory school age. We observed that many of our parents wanted their children to stay in the program until the age of 22, but were not diligent in assuring students had good attendance.</p> <p>In addition, many of our students have medical issues which prevent them from attending school regularly.</p>	<p>Review attendance reports on Oncourse.</p> <p>Refer student to the school level Attendance Intervention Team</p>	<p>Administrator/Guidance Counselor</p> <p>Instructional Staff</p>	Monitor attendance in Oncourse.	Attendance Report
2	Parent may move and school does not have correct address on file.	Make sure all demographic data is up to date in Genesis	Front office clerk/Teacher	Parent response/Student attendance.	Call log/ Copy of letter Attendance report.
3	Work may prevent parent from attending meeting.	Conduct parent conferences of students with 5 or more unexcused absences to determine the reasons for absences and discuss importance of attending school.	Administrator/Guidance Counselor	Parent attends meeting/student attendance increase	Attendance report

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
Conduct parent workshops on postsecondary transition services offered in the community, so parents may become aware of agencies roles in the transition of their children.	N/A	Guidance Counselor	N/A	Evening (once)	Send survey home to parent.	Guidance counselor
Conduct parent workshops on postsecondary transition services offered in the community, so parents may become aware of agencies roles in the transition of their children.	N/A	Guidance Counselor	N/A	Evening (once)	Send survey home to parent.	Guidance counselor
Conduct IEP meetings with parents to determine appropriate time of graduation, discuss attendance and provide information on community agencies that provide postsecondary transition services to student with disabilities.	N/A	Local Education Agency representative/Teacher	N/A	Daytime	Survey/Feedback form	Teacher/Local Education Agency representative.

Attendance Budget:

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

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*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:	To decrease the number of out of school suspensions from 22 to 11 and the number of students suspended from 10 to 5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22 out-of school suspensions in 2012	11 out-of school suspensions in 2013
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10 out-of school suspensions in 2012	5 out of school suspensions in 2013

### 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	Students with severe to moderate cognitive disabilities have behavior issues that are a part of their exceptionalities.	Design Behavior Team meetings and work with grade level teams to address students with current FBA's, PBIP's and/or behavior concerns by designing interventions and	Assistant Principal  Communication Social Skills Site Coach	Monthly scheduled team meetings, classroom observations and documentation of behaviors.	Anecdotal logs and behavior contracts.

		reviewing data	Local Education Agency		
2	A change in ritual and routines can adversely affect Autism Spectrum Disorder students. Changes to routines may cause these students to act out with negative behaviors.	Schedule small group meetings with PLC groups during their planning time to discuss challenges and strategies for Autism Spectrum Disorder students.	Communication /Social Skills Site Coach	Classroom observations and documentation of behaviors.	Document number of behavior referrals to Communication Social Skills Site Coach.
3	Inability to communicate feelings may cause a student to behave inappropriately.	Review Functional Behavioral Assessments regularly to determine the effectiveness of the plan.	Assistant Principal Communication Social Skills Site Coach	Classroom observations and documentation of behaviors.	Anecdotal logs and behavior contracts.

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
Differentiation and behavior modification strategies	6-12	Communication Social Skills Site Coach	School-Wide	Early Release	Classroom Observations	Communication Social Skills Site Coach
Provide Training in ESE Discipline Guidelines	6-12	Assistant Principal	School-Wide	Early Release	Referral Review	Principal Assistant Principal
CHAMPS Implementation Strategies: Samples/discussions	6-12	Assistant Principal	School-Wide	Early Release	Referral Review	Principal Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Palm Avenue will maintain a 0% drop out rate for 2013.  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0% of students dropped out of Palm Avenue in 2012.	Maintain 0% drop out rate for 2013.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
100%(20) graduation in 2012	Maintain 100% graduation rate

### 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	Students not meeting all the goals and objectives in Individual Education Plan or minimum level standards performance requirement.  Parents not following up with services. Parent not helping student complete application to community agencies.	Students will be scheduled into Work Enclave Program.  Refer parents of students to community agencies for follow-up services.	Guidance Counselor, Senior Sponsor, Job Developer and Job Coaches.	Student attendance, transition into competitive employment through Work Enclave Experiences.	Genesis Records  Work Enclave Task Analysis Checklist
2	Parents not following up with services. Parent not helping student complete application to community agencies.	Refer parents of students to community agencies for follow-up services.	Guidance Counselor, Senior Sponsor, Job Developer and Job Coaches.	Surveys and feedback forms.	Parent Input Forms
3	Parent not attending meeting.	Exit IEP meetings that provide linkages to community agencies.	Guidance Counselor, Senior Sponsor, Job Developer and Job	IEP meetings and feedback forms	DNE and Drop Out data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conduct parent workshops on postsecondary transition	N/A	Guidance Counselor	N/A	Evening (once)	Send survey home to parent.	Guidance counselor
Conduct IEP meetings with parents to determine appropriate time of graduation, discuss attendance and provide information on community agencies that provide postsecondary transition services to student with disabilities.	N/A	Local Education Agency representative/Teacher	N/A	Daytime	Survey/Feedback form	Teacher/Local Education Agency representative.

Dropout Prevention Budget:

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

## 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>	Palm Avenue will increase the average number of participants per parental involvement activities by at least 15%(2).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The average number of participants per parent involvement activity was 14 participants.	The average number of participants per parent involvement activity will increase to 16 participants.

### 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	Transportation, work may prevent parents from attending.	Provide Info from local agencies for special needs during Open House and Conduct School Advisory Council/Parent Involvement meeting to solicit input on Parent Involvement Plan	Instructional Coach and Administrator	Disseminate feedback forms and surveys during School Advisory Council/Parent Involvement meeting.	Parent attendance logs and feedback form
2	Issues with childcare for multiple children.	Child care will be provided to all families attending evening activities.	Assistant Principal	A record will be kept to document the number of children participating in the child care opportunity	Title I Parent Involvement Activity Evaluation Tool parent attendance logs and feedback form
3	Transportation, work may prevent parents from attending.	Family Fun Night: Rules of the Game." To teach parents how to provide and teach fun and physical skills to their children; teaching good sportsmanship, fitness and leisure skills.	Physical Education Teacher	Disseminate feedback form and survey.	Parent attendance logs and feedback form.

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
Behavioral Supports for the home	All	CSS Site Coach, PLC's	School-wide	Evening	Attendance Log, PDF Follow-up form, Sample article	Assistant principal
Building Relationships with parents: Ties between home and school- How can we help?	All	Assistant Principal	School-wide	February-ERD	Attendance Log, PDF Follow-up form, Sample article	Principal Assistant Principal
How to effectively run and IEP and other Parent Meetings/Conferences	All	Guidance Counselor	School-wide	As needed	Attendance Log, PDF Follow-up form, Sample article	Principal Assistant Principal

Parent Involvement Budget:

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

*End of STEM Goal(s)*

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

To increase safety within the school environment.

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. To increase safety within the school environment. Goal  To increase safety within the school environment. Goal #1:		Safety Goal-PCM Palm Avenue will decrease the amount of restraint and seclusion by 10%			
2012 Current level:		2013 Expected level:			
Palm Avenue had 42 incidents resulting in restraint and seclusion for the 2011-2012.		Palm Avenue will have 38 incidents resulting in restraint and seclusion for the 2012-2013./accidents in 2012			
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	Implementing Foundations with fidelity.  Staff and students following structured movement procedures.  Following Professional Crisis Management procedures.	Increase the ratio of interaction between staff and students during breakfast and lunch.  Implement structured movement while transitioning students to classes.  Implement Professional Crisis Management procedures to ensure the safety of staff and students when students are exhibiting behavior that is harmful to themselves and staff.	Janice Williams/Administrator	Conduct Foundations meeting/PCM team meetings	Foundations Rubric/PCM log
2	Student behavior often escalates quickly to crisis due to disability.	Use of prevention strategies in the classroom such as reinforcement schedules, visual supports, proximity control and behavior management plans.	Classroom Teacher Site Coach Assistant Principal Principal	Regularly scheduled monitoring of restraint/seclusion reporting on the FLDOE websites	Monthly monitoring reports generated from FLDOE website, PCM restraint and seclusion logs, teacher documentation.
3	Collaboration time to develop Behavior Intervention Plans	Monthly scheduled team meetings to develop behavior plans and determine next steps.	Classroom Teacher Site Coach Assistant Principal Principal	Regularly scheduled monitoring of restraint/seclusion reporting on the FLDOE websites	Monthly monitoring reports generated from FLDOE website, PCM restraint and seclusion logs, teacher documentation.

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
Professional Crisis Management	All	Smith	Registered participants	annually	Recertification courses and evaluations	Smith

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 To increase safety within the school environment.

Goal(s)



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
To increase safety within the school environment.				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

## 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 10/16/2012)

## 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
N/A	\$0.00

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

Monthly meetings with SAC to plan upcoming events and discuss student data. SAC will...

- Assist in the development of the School Improvement Plan and participate in the mid year evaluation.
- Discuss transition academy development and Discovery process for students
- Review the school budget and assist in determining priorities for expenditures

## 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